DOCUMENT RESUME

ED 362 609 UD 029 529

TITLE	School Age Demographics: Recent Trends Pose New Educational Challenges. Briefing Report to Congressional Requesters.
INSTITUTION	General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO	GAO/HRD-93-105BR
PUB DATE	Aug 93
NOTE	94p.
AVAILABLE FROM	U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies $2 each).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Bilingual Education; Census Figures; *Children; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Economic Factors; Elementary Secondary Education; Ethnic Groups; Family Problems; Financial Problems; Low Income Groups; National Surveys; *Poverty; Racial Differences; *School Demography
IDENTIFIERS	Bilingual Education Act 1984; Census 1980; Census 1990; *Education Consolidation Improvement Act Chapter 1; Reauthorization Legislation

ABSTRACT

This report presents results of an investigation of the economic and demographic characteristics of school-age children in families and changes in these characteristics between 1980 and 1990. The information was requested in connection with the reauthorization of Chapter 1 of Title I of the Elementary and Secondary Education Act. A particular focus was on national and state profiles of children in families with incomes below the poverty level. The analysis of decennial census data identified demographic changes that may have important implications for Chapter 1. For example, the school-age population declined by 2.3 million in the 1980s, but the number of poor school-age children increased by about 6 percent to 7.6 million, and became more racially and ethnically diverse. This population has become more concentrated in the West and Southwest, but significant concentrations of school-age poor remain in the South. The poor school-age population has also become more concentrated in cities. With no changes in Chapter 1 allocation formulas, these patterns will substantially affect the distribution of program funds. Other trends have been identified that impact other federal education programs such as the Bilingual Education Act. Five appendixes contain 32 tables and 32 figures presenting demographic information and characteristics of school-age children. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

United States General Accounting Office

GAO

Briefing Report to Congressional Requesters

August 1993

SCHOOL AGE DEMOGRAPHICS

Recent Trends Pose New Educational Challenges

ED 362 609

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

GAO/HRD-93-105BR

2

GAO

United States
General Accounting Office
Washington, D.C. 20548

Human Resources Division

B-251475

August 5, 1993

The Honorable Edward M. Kennedy
Chairman, Committee on Labor and Human Resources
United States Senate

The Honorable Nancy L. Kassebaum
Ranking Minority Member
Committee on Labor and Human Resources
United States Senate

In response to your August 19, 1992, request and after discussions with your offices, we examined (1) the economic and demographic characteristics of school age children in families and (2) changes in these characteristics between 1980 and 1990. In particular, we focused on national and state profiles of children in families with incomes below the poverty level.[1] You requested this information for the Committee as it considers the reauthorization of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). Chapter 1 provides financial assistance for the education of low-achieving children in high poverty areas. We presented our preliminary results in a briefing with your staff on April 6, 1993. Our final results appear in this briefing report, which includes the charts used in that briefing (see app. I).

Results in Brief

Our analysis of decennial census data identified demographic changes that may have important implications for ESEA's Chapter 1 and other education programs targeted toward populations with special needs. For example, the school age population—children aged 5 to 17 in families—declined by 2.3 million during the 1980s. But during this period, the number of poor school age children increased, and—like the total school age population—became more racially and ethnically diverse. The poor school age population increased by about 6 percent to 7.6 million, with the number of poor Hispanic and Asian children[2] growing at the greatest rates.

Between 1980 and 1990, the poor school age population grew and became more concentrated in the West and Southwest. During this period, the South and East accounted for proportionately fewer of the nation's poor

[1]We rely on the definition of poverty status used by the Bureau of the Census and prescribed by the Office of Management and Budget (OMB).

[2]In this report, we base our designations for race and ethnicity on the 1990 decennial Census question regarding Hispanic origin. The categories "white", "black," "Asian," and "American Indian/other" refer only to non-Hispanic members of those racial groups. All Hispanics—regardless of race—are included in the Hispanic category.

children. However, significant concentrations of school age poor remain in these regions, especially in the South. In 1990, of the 10 states with the highest poverty rates—the percentage of all children who are poor—8 were Southern states.

The poor school age population also increased and became more concentrated in our nation's largest cities. Large cities in the West and Southwest gained poor children while many Eastern and some Southern cities lost them. However, many Southern and Eastern cities maintained very high numbers of poor school age children and substantial school age poverty rates.

With no changes in the Chapter 1 allocation formula, these patterns will substantially affect the distribution of the program's funds to states and counties. Many Western and Southwestern states will gain funds while some states and counties, including those with with very high poverty concentrations, are likely to lose funds with the shift to 1990 census data in the Chapter 1 allocation formula.

Other trends we identified have consequences for federal education programs, like the Bilingual Education Act, that support services to other specially targeted child populations. For example, the population of children from immigrant or linguistically isolated (LI)[3] households or children with limited English proficiency (LEP)[4] became more heavily concentrated in a few states and grew substantially during the 1980s.

Background

ESEA is the major federal legislation providing financial assistance to meet the educational needs of the nation's children, specifying 46 programs that provide educational aid. The largest of ESEA's programs is Chapter 1.[5] Chapter 1 targets financial aid through states to local educational agencies to assist educationally disadvantaged students attending schools with

[3]These are children reported by the Bureau of the Census as living in families where no person 14 years of age or older speaks English only or speaks English "very well." See appendix II.

[4]In general, children of limited English proficiency are those who have difficulty speaking, reading, writing, or understanding English. We defined as LEP all persons aged 5 to 17 living in families who Census reported as not speaking English only or not speaking English "very well." See appendix II.

[5]Unless we specify otherwise, we use the term Chapter 1 to mean Chapter 1, Part A, which provides basic and concentration grants to local educational agencies. Basic grants are allocated to states, in part, on the basis of their number of poor school age children. Chapter 1 allocations of concentration grants are distributed to states for counties that have high poverty rates or large numbers of poor school age children.

concentrations of low-income students. In fiscal year 1993, the federal government distributed over $6.1 billion dollars through Chapter 1.[6]

Decennial census data play a critical role in the distribution of resources for ESEA's Chapter 1 and other formula-driven education programs. For example, Chapter 1 funding for basic grants is allocated to states primarily based on the number of poor children residing in their counties. Chapter 1's basic grant allocation formula considers, among other variables, the number of school age children in poverty—persons aged 5 to 17 living in families with incomes below the poverty level—as measured by the Bureau of the Census. Thus, changes in the school age poverty population affect county and therefore total state funding allocations. The Department of Education will use 1990 decennial census data on school age poverty to determine Chapter 1 grants for 1993-94.

As we have reported,[7] Chapter 1's current allocation formula may underestimate the total number of poverty-related low achieving children. Although the number of poor children correctly estimates the number of low achieving students for most counties, it underestimates the number of low achievers in counties that have large numbers of poor children. Thus, the current funding formula underestimates the funding needs of these counties.

ESEA provides other programs to assist child populations with special needs. Among these are programs for Migratory Children under Chapter 1, Part D, which provides grants to state educational agencies for programs to meet the educational needs of these children. The Emergency Immigrant Education Program under Title IV provides supplementary educational services to immigrant children enrolled in elementary and secondary schools. ESEA's Title VII, the Bilingual Education Act, provides financial assistance to local education agencies to develop bilingual education programs. Funding for these three programs totaled more than $500 million in fiscal year 1993.[8] School district officials around the country

[6]For fiscal year 1993, Chapter 1 basic grants totaled over $5.4 billion, with concentration grants accounting for almost $700 million.

[7]See Remedial Education: Modifying Chapter 1 Formula Would Target More Funds to Those Most in Need (GAO/HRD-92-16, July 28, 1992).

[8]The programs for Migratory Children and the Emergency Immigrant Education Program are funded through an allocation formula based primarily on the size of a state's particular special needs population. The Bilingual Education Act's programs are funded through discretionary awards.

have reported significant increases in LEP, immigrant, and other "at-risk"[9] student populations, straining existing educational resources.

Scope and Methodology

In October 1992 we contracted with Census to obtain a special tabulation of data from the 1980 and 1990 decennial censuses. The tabulation contains detailed information on children— persons from birth to 17 years—and their families, including data on their race/ethnicity, ability to speak English, immigration status, family income and type, parental educational attainment and employment status, and other characteristics. The tabulation includes this information for the urban and rural areas of every county in the United States, and these data can be aggregated by metropolitan area, state, region, and the nation.

However, an important limitation of our database is the lack of detailed information at the subcounty level. Although we can examine the urban and rural components of a county, we are unable to analyze populations in a town, school district, or any other geographic unit within a county.[10] For a further discussion of the tabulation, see appendix II. Because the tabulation is based on the sample files of the 1980 and 1990 decennial censuses, the estimates we present have associated sampling errors. Data points for all figures in appendix I appear in appendix III. Tables containing detailed state-level data appear in appendix IV.

U.S. School Age Population Declined Between 1980 and 1990 but Became More Diverse

Our analysis of 1980 and 1990 decennial census data showed that there were about 44.4 million school age children (aged 5 to 17) in families in 1990.[11] This was a decline of more than 2.3 million, or 5.8 percent, since 1980.[12] School age children accounted for less than 19 percent of the national population in 1990, down from more than 21 percent in 1980.

[9]"At-risk" students are those who, while not necessarily poor, face significant obstacles to achieving academic success.

[10]Thus, we are unable to analyze intracounty variations in the characteristics of a population. For example, a county with a low school age poverty rate may actually contain several towns or even school districts with very high concentrations of poor school age children.

[11]We focused on children aged 5 to 17 living in families—households where one or more persons are related—because this is the population used in the Chapter 1 allocation formula. This definition excludes those children for whom poverty status is not determined and those children whose poverty status is determined but who do not reside in families. See appendix II.

[12]In contrast, between 1980 and 1990 the number of preschool children (from birth to age 4) grew by about 12 percent, implying growth in the school age population since 1990.

During the 1980s, the total school age population became more racially and ethnically diverse. Between 1980 and 1990, the white school age population declined by more than 4 million children or about 12 percent, and the number of school age black children decreased by about 250,000 or about 4 percent. In contrast, the number of Hispanic school age children rose by 1.25 million, or 57 percent, and the number of Asian children grew by over 600,000—an 87-percent increase. (See fig. I.5.) By 1990, white children composed less than 70 percent of the total school age population, down from about 75 percent in 1980.

A Growing Population of Poor School Age Children Became More Racially/Ethnically Diverse

During the 1980s, the number of poor school age children grew by 6 percent—from about 7.2 million to 7.6 million. The national poverty rate for school age children increased from 15.3 percent to 17.1 percent.[13] Like the total school age population, poor children became more racially and ethnically diverse. Again, while the number of poor white children declined and the black school age poverty population showed little change, the number of poor Hispanic and Asian children grew by almost 600,000.[14] (See fig. I.7.)

White children continued to compose more than 40 percent of all poor school age children in 1990, but this percentage varied significantly by region. White children made up about a third of the urban school age poverty population but over two-thirds of all rural poor children.[15] (See figs. I.8 and I.9.) Regardless of region, black children experienced the highest rates of school age poverty. The poverty rate for black children ranged from 34 percent in all urban areas to almost 41 percent in rural

[13]The decennial census typically fails to count a proportion of the population. For 1990, using different methods, Census estimated a total net undercount of between 4.2 million and 4.7 million persons. Because the extent of the net undercount appears to vary by race, age, and sex—for example the net undercount was particularly large for young black male adults—we may be underestimating the school age poverty rate. Using data from Census on all black children aged 5 to 17, revising the 1990 national school age poverty rate for the black youth undercount increases the poverty rate from 17.1 to about 17.2. See appendix II.

[14]Perhaps because of the recent recession, available evidence suggests that the percentage of school age children who are poor has increased since the 1990 census. For example, from its Current Population Survey, Census reported a 1991 annual poverty rate of almost 22 percent for all persons from birth to age 17 living in families, compared to 1990 decennial census rates of about 17 percent for persons living in families aged 5 to 17 and 20 percent for persons from birth to 4 years old.

[15]Census essentially defines urban as any census-designated place with more than 2,500 persons, with all remaining areas defined as rural. For Census's complete definition of urban, see appendix II. As an alternative measure, we also examined changes in the school age population between metropolitan and nonmetropolitan areas and found a similar distribution. In 1990, about 75 percent of all poor children resided in urban areas, while 71 percent of all poor children resided in metropolitan areas.

areas. (See fig. I.11.) Except for Asian children, rural children of each race and ethnic group had the highest poverty rates.

Family Characteristics of Poor School Age Children Differed by Race and Ethnicity

Poor children of different races and ethnic backgrounds had different profiles of family type, and parental educational attainment and employment status. For example, although 80 percent of poor black children lived in female-headed families with no husband, more than 70 percent of poor Asian children lived in married two-parent families. (See fig. I.12.)

The parents of poor children also varied by race and ethnicity in the educational attainment of the most educated parent. Poor Hispanic children had the largest proportion—37 percent—living in families where the educational attainment of the most educated parent did not exceed grade school. Although 32 percent of poor Asian children lived in families where the most educated parent had at most grade school education, 35 percent lived in families where the most educated parent had at least some college. (See fig. I.13.)

School Age Poverty More Concentrated in the West/Southwest, Although Many Southern States Maintained High Poverty Rates

The number of poor school age children became increasingly concentrated in the Western and Southwestern United States. During the 1980s, the number of poor school age children increased by more than 25 percent in 12 states. (See fig. I.17.) These 12 states also had increases in their poverty rates greater than the average national poverty rate increase. Except for Wisconsin, these states were located in the West and Southwest. In contrast, almost all of the 23 states where the school age poverty population declined were in the South and Northeast.

California and Texas, the two states with the largest school age poverty populations in 1990, also registered the largest numerical increases between 1980 and 1990 in poor school age children.[16] (See fig. I.18.) Together, these two states gained almost 467,000 poor children during the 1980s. California and Texas dominated the growth in school age poverty even when compared to other states with large poor school age populations. For example, California and Texas accounted for more than 98 percent of the growth in school age poverty experienced during the

[16]California and Texas accounted for over 22 percent of the national school age poverty population in 1990, although they composed about 19 percent of the total school age population.

1980s by the 10 states with the largest populations of poor school age children.[17]

Although their total numbers of school age children declined, in 1990 many Southern states had the highest poverty rates in the nation. Of the 10 states with the highest school age poverty rates in 1990, 8 were in the South or were "border" states such as Kentucky and West Virginia. (See fig. I.20.) Of these eight Southern states, poverty rates increased in seven during the 1980s, although six of these seven states lost school age children during that period. (See figs. I.21 and I.22.)

Many Poor School Age Children Remain in Large Cities

During the 1980s, school age poverty also became more concentrated in our nation's largest cities. Almost 90 percent of the national increase in poor school age children was found in those counties containing the nation's 25 largest cities,[18] even as these counties' total school age population declined. In 1990, these cities accounted for 25 percent of all poor children and registered a collective school age poverty rate of 21.6 percent.

Cities in the West and Southwest generally increased their numbers of poor school age children, while some Southern cities and many Eastern cities experienced declines in their school age poverty populations. (See table IV.10.) However, despite these losses, many Southern and Eastern cities maintained both large numbers of poor school age children and high poverty rates. Of the counties containing the 10 cities with the highest school age poverty rates in 1990, 7 were in the South and the East. (See fig. I.24.)

[17]The 10 states with the largest school age poverty populations in 1990 were California, Florida, Georgia, Illinois, Louisiana, Michigan, New York, Ohio, Pennsylvania, and Texas. Collectively, they contained about 57 percent of all poor school age children in 1990. These 10 states were also the largest in 1980, although their relative ranking changed during the decade.

[18]For a list of the counties identified by census as containing the 25 largest cities in total 1990 population, see appendix II.

Other At-Risk Populations Grew Rapidly and Were Concentrated Within Certain States

Children from at-risk groups—immigrant[19] households, LI, and LEP children—each composed about 4 to 5 percent of all school age children (see fig. I.27), although some children fell into more than one of these groups.[20] Each of these populations experienced substantial growth between 1980 and 1990. For example, the number of children living in immigrant households rose by 24 percent during the decade, and the number of LEP children increased by almost 26 percent. (See fig. I.28.)

These at-risk school age populations were generally concentrated in a few states. Between 1980 and 1990, 6 states increased their school age immigrant population by 30 percent or more, while 30 states experienced declines. (See fig. I.31.) California and Texas dominated these increases. By 1990, these two states contained almost 50 percent of the nation's LEP children; California alone accounted for nearly 40 percent of the national school age immigrant population. (See fig. I.30.)

Like enrolled poor school age children, these at-risk children were more likely to attend public schools. About 92 percent of enrolled LEP, LI, and immigrant children attended public schools, compared to 96 percent of poor children and 89 percent of all enrolled school children. However, fewer than 80 percent of enrolled higher income children—children from families with incomes more than 500 percent of the poverty level—attended public schools.

Conclusion

Recent trends in the growth of the nation's school age poverty population may have important implications for the distribution of funds under ESEA's Chapter 1 program and other federal education programs. Assuming no change in the allocation formula and no increase in total program funding, available funds will have to be spread over a larger number of poor children. Further, Chapter 1's reliance on the number of poor school age children to allocate funds will cause a redistribution of resources toward the West and Southwest. Consequently, those states and counties that have lost poor children but still maintain very high numbers of poor children and school age poverty rates will receive reduced funding under the current formula.

[19]These are children who are foreign born of non-U.S. parents or native born children in families with a mother who immigrated to the United States during the 10 years before the census. See appendix II.

[20]Correcting for the overlap, these populations totaled about 4 million children—over 9 percent of all school age children.

The growth in immigrant, LEP, and related at-risk populations also has consequences for many school districts throughout the nation. Some districts with expanding at-risk populations may face serious difficulty in matching available services to an increasingly diverse student body. This development may increase attention to federal programs that assist districts in addressing these problems.

As arranged with your office, we plan no further distribution of this briefing report until 5 days after its issue date. At that time, we will send copies to the Secretary of Education and other interested parties.

If you have any questions concerning this report, please call me at (202) 512-7014. Other major contributors to this briefing report are listed in appendix V.

Linda G. Morra
Director, Education
and Employment Issues

Contents

Letter		1
Appendix I School Age Demographics: Recent Trends Pose New Educational Challenges		16
Appendix II Scope and Methodology		48
Appendix III Data Points for Figures in Appendix I		63
Appendix IV Detailed Tables on the Characteristics of School Age Children		73
Appendix V Major Contributors to This Briefing Report		91
Tables	Table II.1: Contents of the Special Tabulation: Racial and Ethnic Characteristics, 1980 and 1990 Decennial Censuses	51
	Table II.2: Contents of the Special Tabulation: Demographic Characteristics, 1980 and 1990 Decennial Censuses	53
	Table II.3: Contents of the Special Tabulation: Linguistic Characteristics, 1980 and 1990 Decennial Censuses	57

Table II.4: Overlap of School Age Children in Immigrant or LI Households, and LEP Children, Special Tabulation of Census Data, 1990 59
Table II.5: Census Designations of Counties Containing 25 Largest Cities in Total Population in 1990, Special Tabulation of Census Data, 1990 60
Table III.1: Data for Figure I.5: Changes in the School Age Population, by Race and Ethnicity, 1980-90 63
Table III.2: Data for Figure I.7: Changes in the School Age Population, by Race and Ethnicity, 1980-90 63
Table III.3: Data for Figure I.8: Distribution of Poor School Age Children, by Geographic Area, 1980-90 63
Table III.4: Data for Figure I.9: Racial Composition of Poor School Age Children, by Geographic Area, 1990 63
Table III.5: Data for Figure I.10: Comparison of Poverty Rates Across Age Groups, 1990 64
Table III.6: Data for Figure I.11: Racial and Ethnic Poverty Rates, by Geographic Area, 1990 64
Table III.7: Data for Figure I.13: Family Type of the School Age Poverty Population, by Race and Ethnicity, 1990 64
Table III.8: Data for Figure I.14: Parental Educational Status of the School Age Poverty Population, by Race and Ethnicity, 1990 65
Table III.9: Data for Figure I.15: Parental Employment Status of the School Age Poverty Population, by Race and Ethnicity, 1990 65
Table III.10: Data for Figure I.17: Percent Change in the School Age Poverty Population, All States, 1980-90 66
Table III.11: Data for Figure I.18: Changes in the School Age Poverty Population in 10 States With the Largest School Age Poverty Populations, 1980-90 67
Table III.12: Data for Figure I.20: School Age Poverty Rates, by State, 1990 68
Table III.13: Data for Figure I.21: Changes in Total and Poor School Age Populations, 1980-90, for 10 States With Highest Poverty Rates in 1990 69
Table III.14: Data for Figure I.22: Changes in Poverty Rates, 1980-90, for the 10 States With Highest Poverty Rates in 1990 69
Table III.15: Data for Figure I.24: Change in School Age Poverty Rates, 1980-90, for the 10 Cities With Highest School Age Poverty Rates in 1990 70
Table III.16: Data for Figure I.27: Size of Selected At-Risk School Age Populations, 1990 70

Table III.17: Data for Figure I.28: Percent Change in Selected At-Risk and Other Populations, 1980-90 70
Table III.18: Data for Figure I.29: Poverty Rates of Selected At-Risk and Other School Age Populations, 1990 71
Table III.19: Data for Figure I.30: Concentration of At-Risk School Age Children in 5 States With Largest At-Risk School Age Populations, 1990 71
Table III.20: Data for Figure I.31: Percent Change in State Immigrant School Age Populations, All States, 1980-90 72
Table IV.1: Changes in State School Age Poverty Populations, 1980-90 73
Table IV.2: State Distribution of School Age Poverty Population, by Race and Ethnicity, 1990 74
Table IV.3: Racial and Ethnic Characteristics of the School Age Poverty Population, 1980-90 77
Table IV.4: Changes in Poor Immigrant School Age Poverty Population, by State, 1980-90 78
Table IV.5: Family Origin of Immigrant School Age Population, by Poverty Status, 1990 80
Table IV.6: Change in National Origin of Immigrant School Age Children, 1980-90 81
Table IV.7: Change in LEP School Age Population, by State, 1980-90 83
Table IV.8: Changes in Number of School Age Children in LI Households, by State, 1980-90 85
Table IV.9: State Distribution of Children in LI Households and LEP Children, 1990 87
Table IV.10: Change in Total and Poor School Age Populations and Their Poverty Rates, 1980-90, for the Counties Containing the 25 Largest Cities in 1990 89

Figures

Figure I.1: Assignment Objectives 16
Figure I.2: Assignment Methodology 17
Figure I.3: Results in Brief 18
Figure I.4: Decline in School Age Population During 1980s 19
Figure I.5: Changes in the School Age Population, by Race and Ethnicity, 1980-90 20
Figure I.6: Trends in the Number of School Age Children in Poverty, 1980-90 21
Figure I.7: Change in the School Age Poverty Population, by Race and Ethnicity, 1980-90 22

Figure I.8: Distribution of Poor School Age Children, by Geographic Area, 1980-90 23
Figure I.9: Racial Composition of Poor School Age Children, by Geographic Area, 1990 24
Figure I.10: Comparision of Poverty Rates Across Age Groups, 1990 25
Figure I.11: Racial and Ethnic Poverty Rates, by Geographic Area, 1990 26
Figure I.12: Differences in Family Characteristics of Poor School Age Children, by Race and Ethnicity, 1990 27
Figure I.13: Family Type of the School Age Poverty Population, by Race and Ethnicity, 1990 28
Figure I.14: Parental Education Status of the School Age Poverty Population, by Race and Ethnicity, 1990 29
Figure I.15: Parental Employment Status of the School Age Poverty Population, by Race and Ethnicity, 1990 30
Figure I.16: Trends in the State Concentration of the School Age Poor, 1980-90 31
Figure I.17: Percent Change in the School Age Poverty Population, All States, 1980-90 32
Figure I.18: Changes in the School Age Poverty Population in 10 States With Largest School Age Poverty Populations, 1980-90 33
Figure I.19: Trends in the State Concentration of the School Age Poor, 1980-90 34
Figure I.20: School Age Poverty Rates, by State, 1990 35
Figure I.21: Changes in Total and Poor School Age Populations, 1980-90, for 10 States With Highest School Age Poverty Rates in 1990 36
Figure I.22: Changes in Poverty Rates, 1980-90, for the 10 States With Highest Poverty Rates in 1990 37
Figure I.23: Poor School Age Children Were Increasingly Concentrated in Large Cities 38
Figure I.24: Change in School Age Poverty Rates, 1980-90, 10 Cities With Highest School Age Poverty Rates in 1990 39
Figure I.25: Definitions of Selected "At-Risk" School Age Populations 40
Figure I.26: Trends in Selected At-Risk School Age Populations, 1980-90 41
Figure I.27: Size of Selected At-Risk School Age Populations, 1990 42
Figure I.28: Percent Change in Selected At-Risk and Other School Age Populations, 1980-90 43

Figure I.29: Poverty Rates of Selected At-Risk and Other School Age Populations, 1990 44
Figure I.30: Concentration of At-Risk School Age Children in Five States With Largest At-Risk School Age Populations, 1990 45
Figure I.31: Percent Change in State Immigrant School Age Populations, 1980-90 46
Figure I.32: Almost 90 Percent of All Enrolled Children Attended Public School in 1990 47

Abbreviations

CPS	Current Population Survey
ESEA	Elementary and Secondary Education Act
LEP	limited English proficiency
LI	linguistically isolated
MA	metropolitan area
OMB	Office of Management and Budget
PES	Post Enumeration Survey

School Age Demographics: Recent Trends Pose New Educational Challenges

Figure I.1: Assignment Objectives

Identify and analyze changes in size and characteristics of school age population.

Significance:

-- Change in school age poverty population affects state and county allocations under ESEA Chapter 1 funding formula.

-- Urban concentration of school age poverty indicates areas of "greater need."

-- Growth of other "at-risk"[1] populations presents new challenges to states/school districts.

[1]"At-risk" students are those who, while not necessarily poor, face significant obstacles to achieving academic success.

Figure I.2: Assignment Methodology

Analyze 1980 and 1990 Census data.

Focus on:

-- Children aged 5 to 17, especially children in families with incomes below the poverty level.

-- National and state profiles.

-- Changes from 1980 to 1990.

Figure I.3: Results in Brief

During the 1980s:

-- Although the total school age population declined, it became more racially and ethnically diverse.

-- The number of poor school age children increased, and the population became more diverse.

-- Poor school age children were increasingly concentrated in certain states/cities.

-- Other at-risk school age populations grew rapidly and were concentrated in certain states.

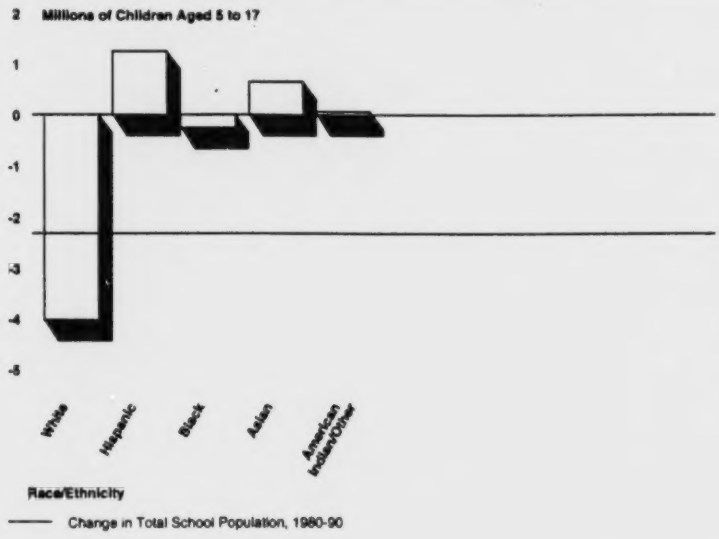
Figure I.4: Decline in School Age Population During 1980s

GAO analysis of Census data found 44.4 million school age children (5 - 17 years) in families in 1990--a decline of over 2.3 million, or 5 percent, since 1980.

School age children accounted for 18.4 percent of the total population in 1990, down from 21.3 percent in 1980.[2]

[2]In contrast, between 1980 and 1990, the number of preschool children (birth to 4 years) grew by about 12 percent.

Figure I.5: Changes in the School Age Population, by Race and Ethnicity, 1980-90



Decline and diversity of the school age population:

-- Number of non-Hispanic white[3] school age children declined by about 4 million, or almost 12 percent.
-- Number of Hispanic and Asian school age children increased by over 1.8 million.

[3]In this report, the categories "white", "black", "Asian", and "American Indian/other" refer only to non-Hispanic members of those racial groups. All Hispanics--regardless of race--are included in the Hispanic category.

Figure I.6: Trends in the Number of School Age Children in Poverty, 1980-90

-- The number of poor school age children increased 6 percent, from 7.2 million to about 7.6 million, and were more concentrated in certain states/cities.[4]

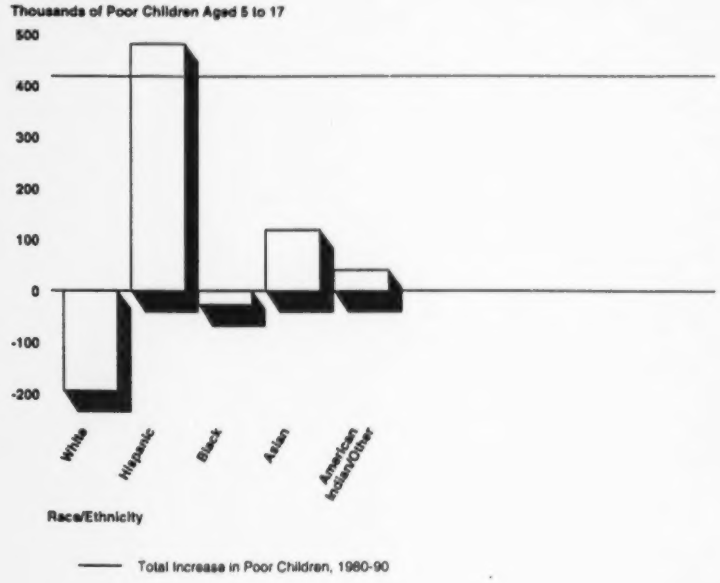
-- The school age poverty population became more racially, ethnically, and socially diverse.

-- The poverty rate--the proportion of school age children in poverty--increased to 17.1 percent in 1990, up from 15.3 percent in 1980.

-- Poverty rates of school age children varied by race, ethnicity, and geographic area.

[4]The 1980 and 1990 decennial censuses report information on annual family or household income data for the prior years--1979 and 1989.

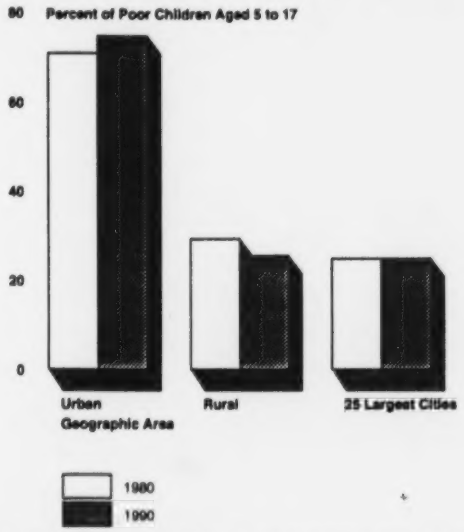
Figure I.7: Change in the School Age Poverty Population, by Race and Ethnicity, 1980-90



Growth and diversity of school age poverty:

-- The number of poor white school age children declined during the 1980s.
-- The black school age poverty population was stable.
-- The increase in poor Hispanic children exceeded the total national increase in poor school age children.

Figure I.8: Distribution of Poor School Age Children, by Geographic Area, 1980-90

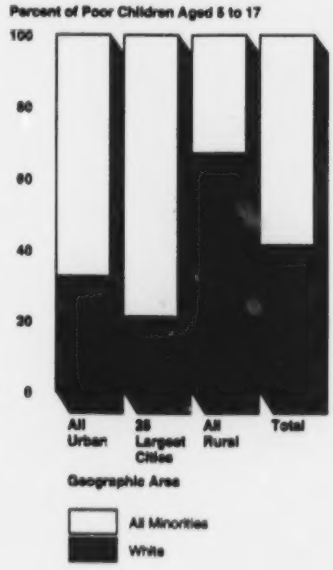


Note: Because our tabulation did not include information on individual cities, these data are for those counties defined by Census as containing the nation's 25 largest cities by total population in 1980 and 1990.

About 75 percent of all poor school age children lived in urban areas,[5] up from about 71 percent in 1980.

[5]Census essentially defines urban as any "census designated place" with over 2,500 persons. For Census's complete definition of urban, see appendix II. In comparison, about 29 percent of all poor school age children resided in nonmetropolitan areas in 1990, compared to about 30 percent in 1980.

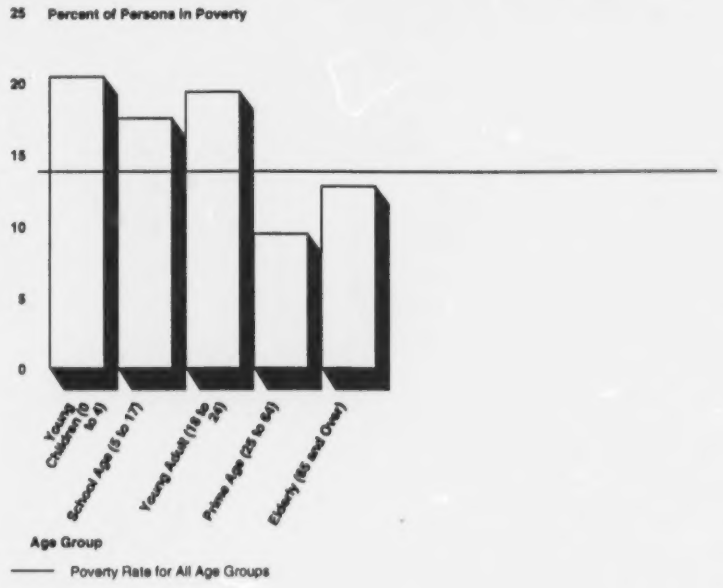
Figure I.9: Racial Composition of Poor School Age Children, by Geographic Area, 1990



The composition of school age poverty population varied by geographic area:

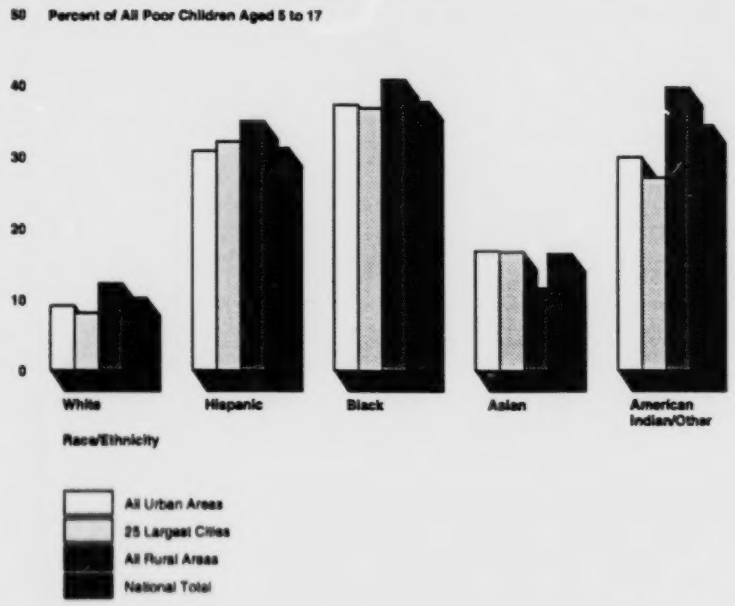
-- White children composed a third of the urban school age poverty population but over two-thirds of the rural poverty population.
-- Minorities made up almost 80 percent of all poor school age children in large cities.

Figure I.10: Comparision of Poverty Rates Across Age Groups, 1990



Over 20 percent of all young children (from birth to 4 years) lived in families with incomes below the poverty level.

Figure I.11: Racial and Ethnic Poverty Rates, by Geographic Area, 1990



-- School age black children consistently had the highest poverty rates.

-- Rural areas displayed the highest poverty rates for most racial and ethnic groups.

Figure I.12: Differences in Family Characteristics of Poor School Age Children, by Race and Ethnicity, 1990

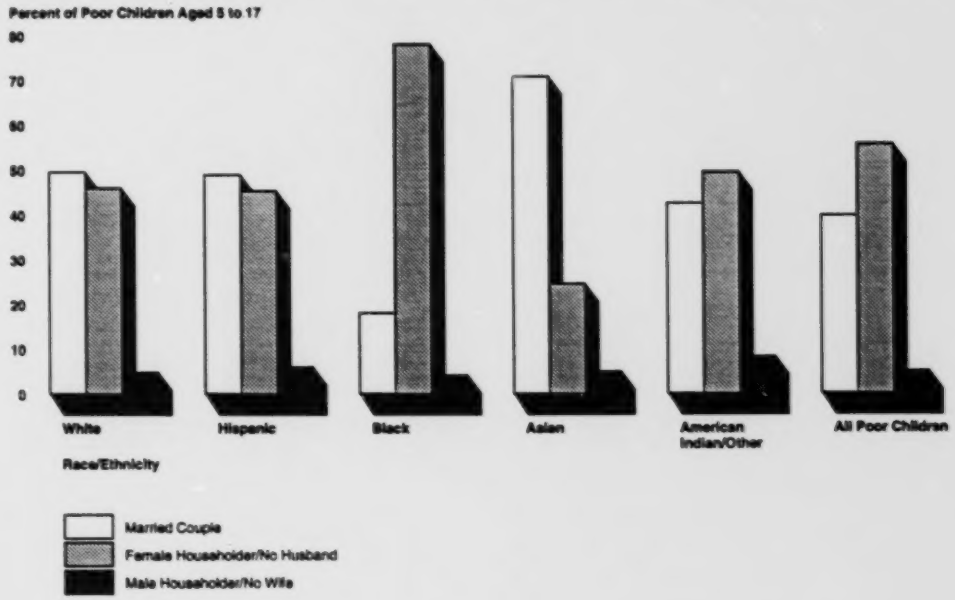
Poor families of different races/ethnicities with school age children varied by:

-- Family type.

-- Education level of most educated parent.

-- Parents' employment experience.

Figure I.13: Family Type of the School Age Poverty Population, by Race and Ethnicity, 1990

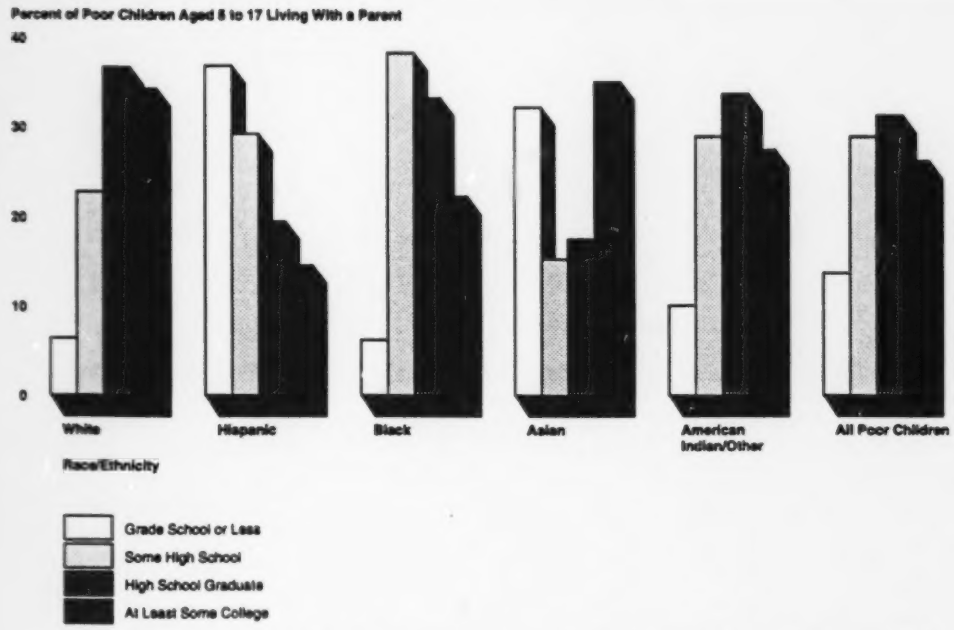


-- Almost 80 percent of poor black children lived in households headed by a female with no husband.[6]

-- Over 70 percent of poor Asian children lived in married couple families.

[6]These data include all households containing school age children classified by family type. Thus, a widowed grandmother caring for poor school age children would be included in the female head/no husband category.

Figure I.14: Parental Education Status of the School Age Poverty Population, by Race and Ethnicity, 1990

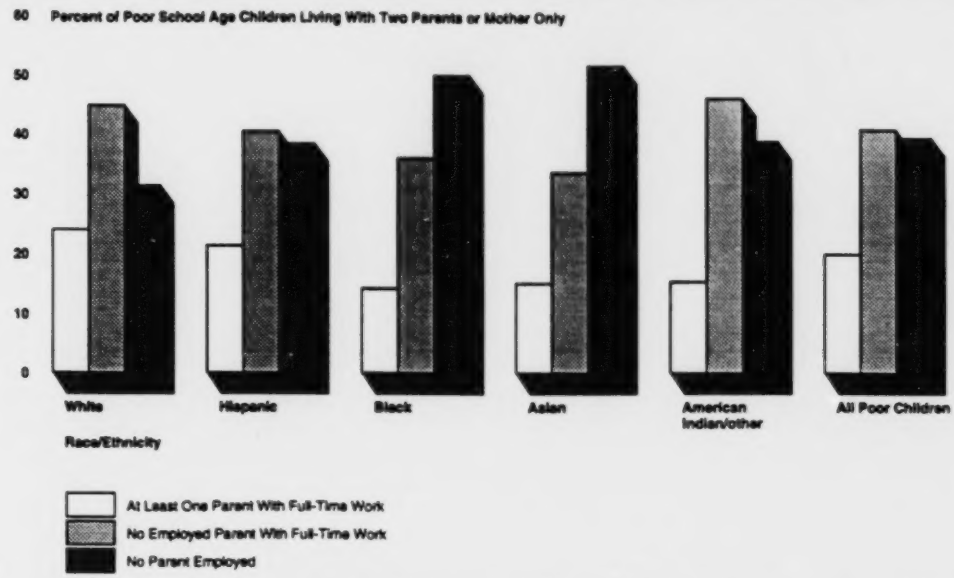


Note: We define educational status as the amount of education attained by the parent with the higher level of education. The figure includes information on poor children in families headed by parents only.

-- Poor Hispanic children were most likely to live in families where no parent had more than a grade school education.

-- Poor white children were most likely to live in families where at least one parent was a high school graduate.

Figure I.15: Parental Employment Status of the School Age Poverty Population, by Race and Ethnicity, 1990



Note: The tabulation only contains data on the employment status of parents of poor children in two-parent families or single-parent, female-headed families. It excludes single-parent, male-headed families and families not headed by a parent.

Poor black and Asian children were most likely to live in families with no employed parent.

Figure I.16: Trends in the State Concentration of the School Age Poor, 1980-90

Between 1980 and 1990:

-- The number of poor school age children decreased in 24 mostly Southern and Eastern states.

-- Eleven of the 12 states with the largest percentage increases in the school age poverty population were in the West and Southwest.

-- The poverty rate of these 12 states grew faster than the increase in the national poverty rate.

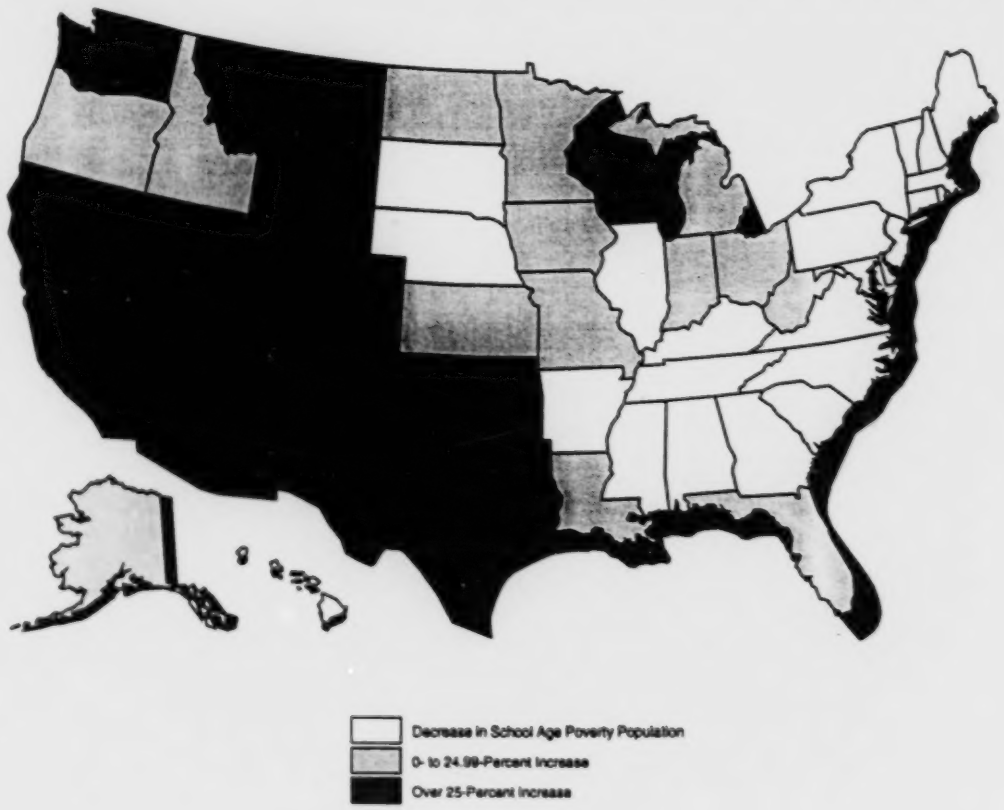
California and Texas:

-- Registered the largest numerical state increases in school age poor with total of 467,000 between 1980 and 1990.

-- Accounted for almost all the growth in the number of poor children among the 10 states with largest school age poverty populations.

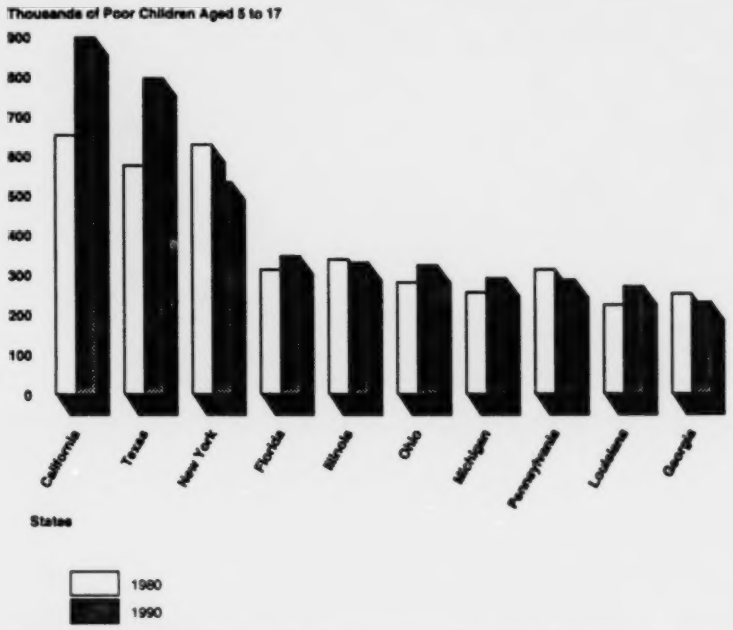
-- Increased their school age poverty rate from 16 percent in 1980 to 19.7 percent in 1990.

Figure I.17: Percent Change in the School Age Poverty Population, All States, 1980-90



Growth in school age poverty populations was greatest in the West and Southwest.

Figure I.18: Changes in the School Age Poverty Population in 10 States With Largest School Age Poverty Populations, 1980-90



Note: Census reported that these states had the largest school age poverty populations in both the 1980 and 1990 decennial censuses.

During the 1980s, the number of poor school age children decreased in 4 of the 10 states with the largest school age poverty populations.

Figure I.19: Trends in the State Concentration of the School Age Poor, 1980-90

Some states with decreased numbers of poor school age children still had high levels of school age poverty.

-- Of the 10 states with the highest school age poverty rates in 1990, 8 were Southern and "border" states.

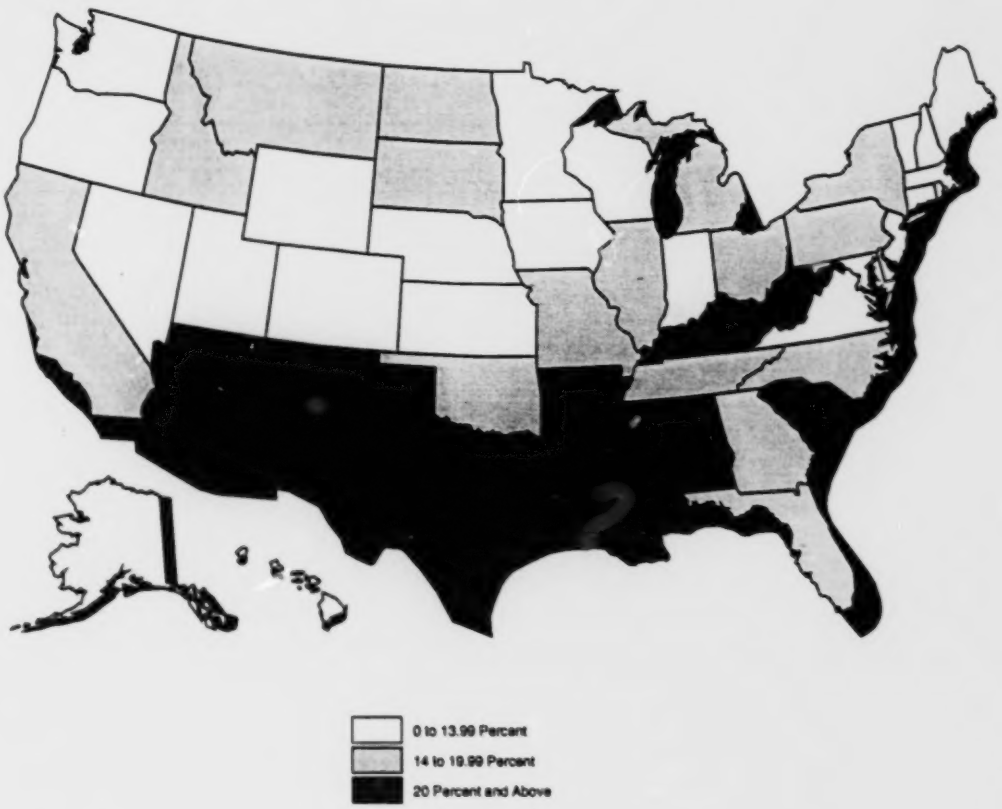
Of these eight states:

-- Seven had decreases in the total number of school age children.

-- Three had increases in the number of poor school age children.

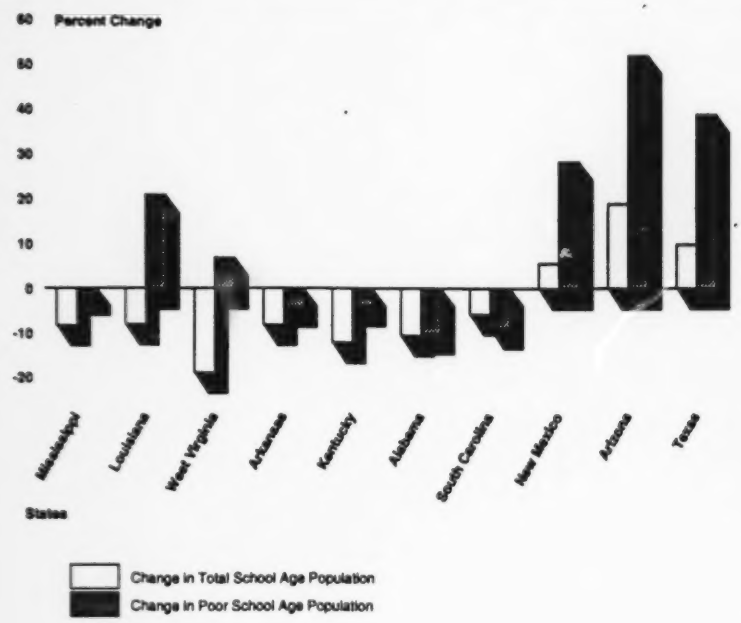
-- Seven increased their poverty rates during the 1980s.

Figure I.20: School Age Poverty Rates, by State, 1990



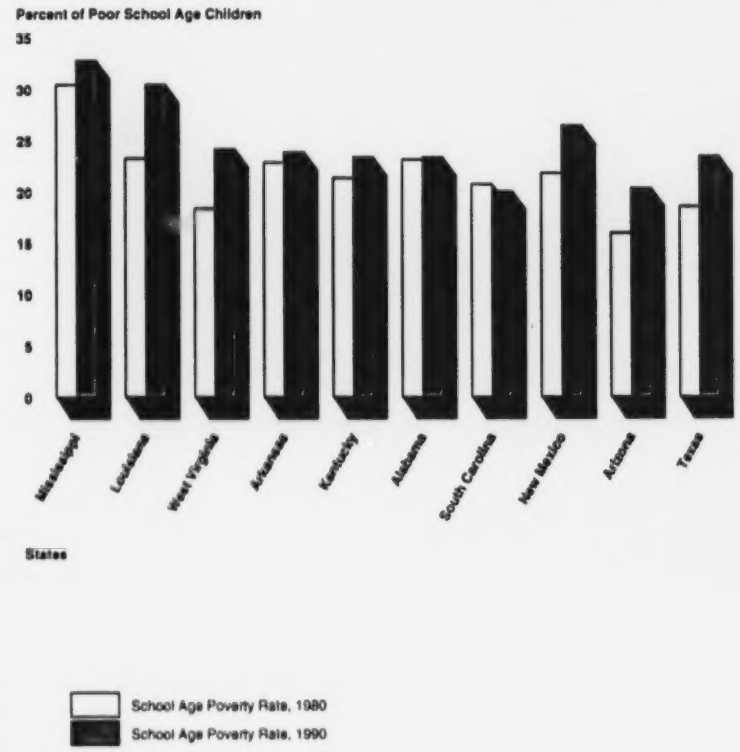
In 1990, 10 states had school age poverty rates of over 20 percent.

Figure I.21: Changes in Total and Poor School Age Populations, 1980-90, for 10 States With Highest School Age Poverty Rates in 1990



The total number of school age poor declined in 7 of the 10 states that had the highest school age poverty rates in 1990.

Figure I.22: Changes in Poverty Rates, 1980-90, for the 10 States With Highest Poverty Rates in 1990



Poverty rates increased in 9 of the 10 states that had the highest school age poverty rates in 1990.

Figure I.23: Poor School Age Children Were Increasingly Concentrated in Large Cities

By 1990, the 25 largest cities

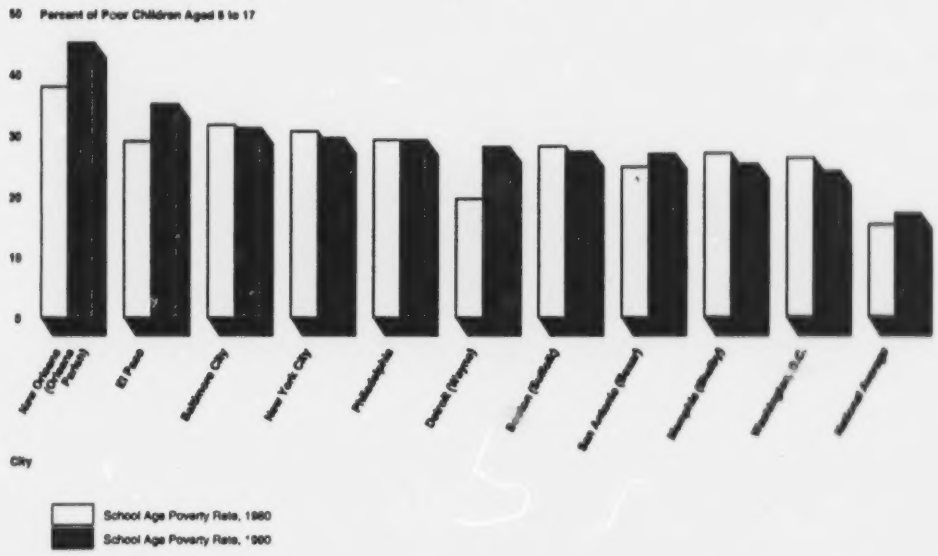
-- Contained about a quarter of all poor school age children.

-- Lost 371,000 school age children in total but increased their poor school age population by 106,000.

-- Increased their poverty rate from 19.5 percent in 1980 to 21.6 percent--higher than the 15.6-percent rate for rural areas and the 17.6-percent rate for all urban areas.

Although many Eastern and some Southern cities experienced declines in their school age poverty populations during the 1980s, they retained both large numbers of poor children and substantial school age poverty rates.

Figure I.24: Change in School Age Poverty Rates, 1980-90, 10 Cities With Highest School Age Poverty Rates in 1990



Seven of the 10 cities with the highest school age poverty rates in 1990 were in the East or the South.

Figure I.25: Definitions of Selected "At-Risk" School Age Populations

"At-risk" populations other than poor school age children:

-- Children from immigrant families--children who are foreign born or native born in families with a mother who recently immigrated.

-- Children in linguistically isolated households (LI)--children living in households where no person 14 years or older speaks English only or speaks English very well.

-- Children with limited English proficiency (LEP)--children 5 years and older reported by Census as speaking English well, not speaking English well or not speaking English at all.[7]

[7]For all persons aged 5 and over, Census classifies their ability to speak English into five categories: "speaking English only," "speaking English very well," "speaking English well," "not speaking English well," and "speaking English only." Our LEP definition of combining the last three categories is also employed by the Congressional Research Service when it uses census data to estimate the LEP population.

Figure I.26: Trends in Selected At-Risk School Age Populations, 1980-90

At-risk populations remain small but are growing rapidly.[8]

At-risk children:

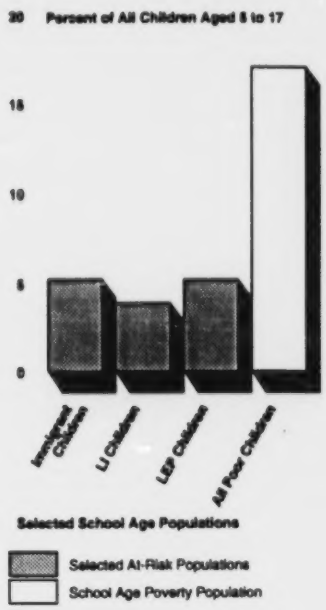
-- Have higher poverty rates than those for all school age children.

-- Are concentrated in a few states.

-- Are more likely to attend public school than the general school age population.

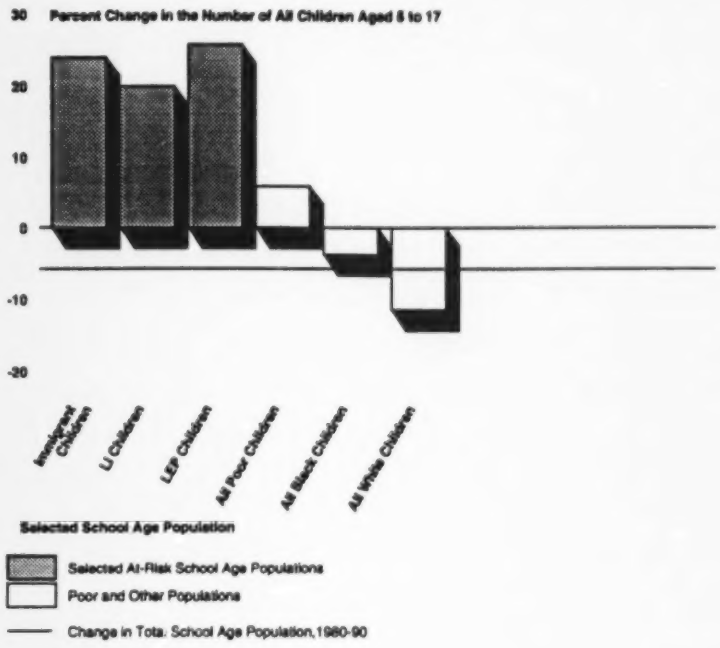
[8]The immigrant, LI, and LEP populations are not additive because some children fall into one or more of these categories. In 1990, over 686,000 school age children were in all three categories. However, 2.3 million children--over 5 percent of all school age children--were in one of the three "at-risk" categories exclusively.

Figure I.27: Size of Selected At-Risk School Age Populations, 1990



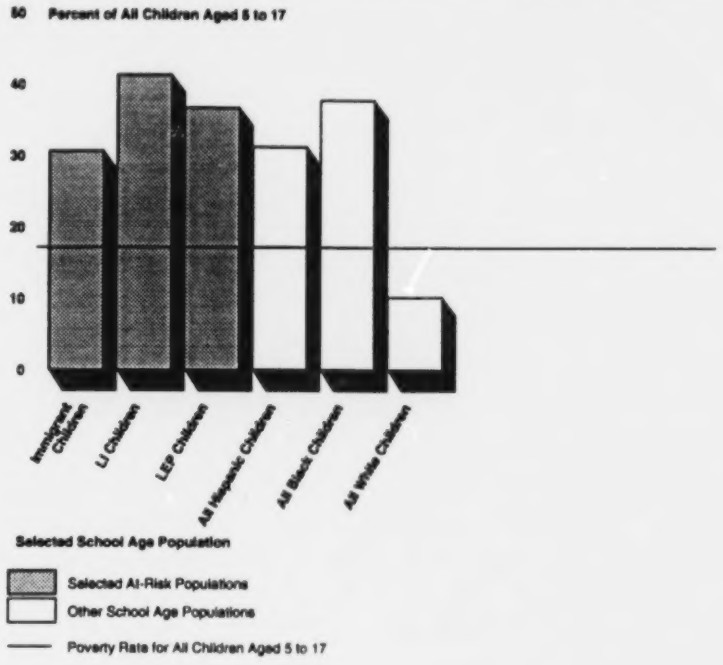
LEP children and other at-risk groups each ranged in size from about 4 to 5 percent of the total school age population.

Figure I.28: Percent Change in Selected At-Risk and Other School Age Populations, 1980-90



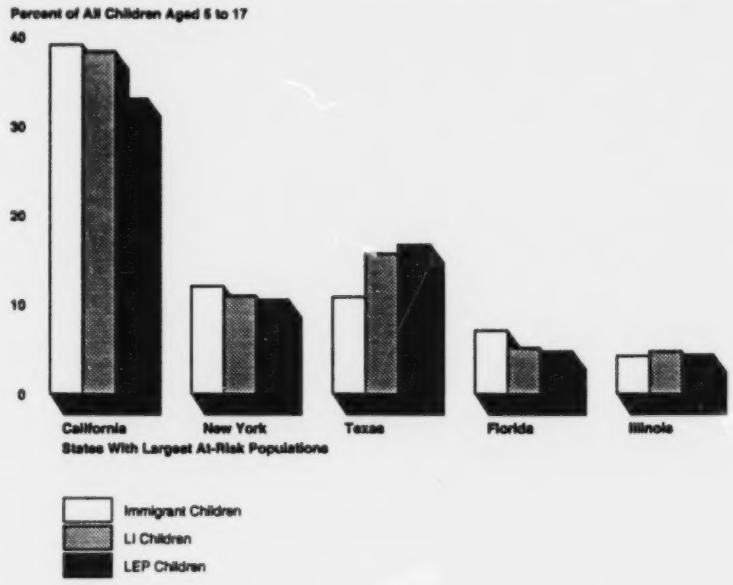
Between 1980 and 1990, the size of LEP and other at-risk groups grew while the total school age population declined.

Figure I.29: Poverty Rates of Selected At-Risk and Other School Age Populations, 1990



Like black and Hispanic school age children, over 30 percent of immigrant, LI, and LEP school age children were poor.

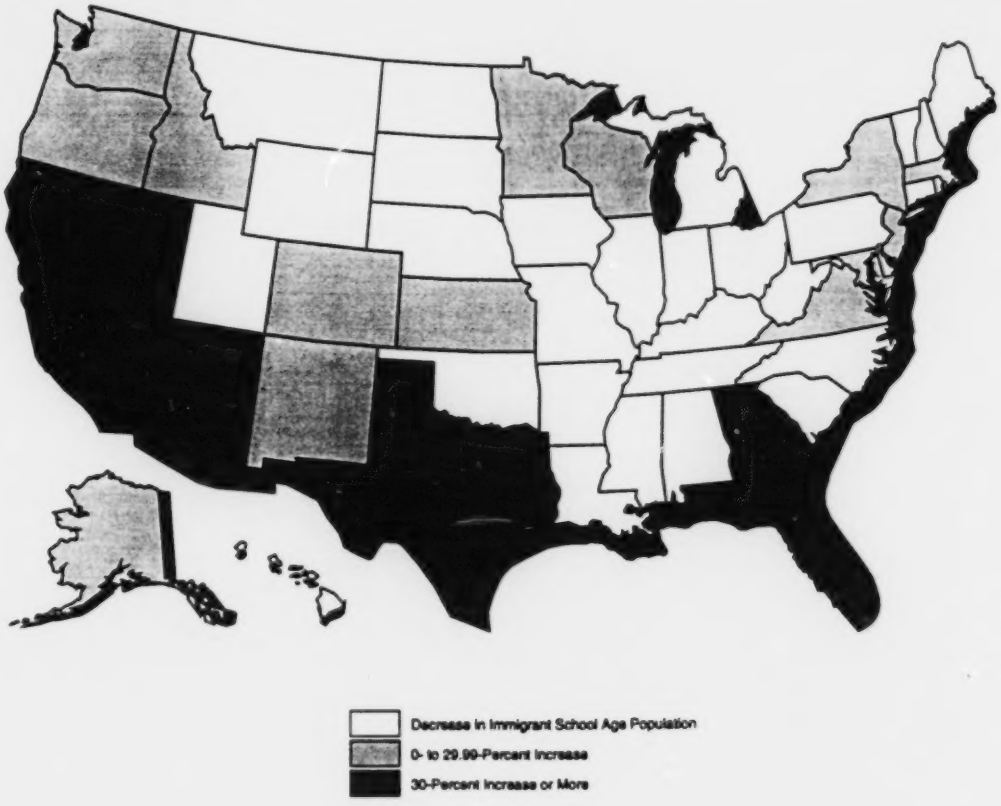
Figure I.30: Concentration of At-Risk School Age Children in Five States With Largest At-Risk School Age Populations, 1990



At-risk children are concentrated in a few states:

-- California had almost 40 percent of all immigrant children.
-- California, Texas, and New York accounted for about 60 percent of all LEP children.
-- California, Texas, New York, Florida, and Illinois contained almost 75 percent of all LI children.

Figure I.31: Percent Change in State Immigrant School Age Populations, 1980-90



Although 30 states experienced declines in their immigrant school age populations, 6 states had increases of 30 percent or more.

Figure I.32: Almost 90 Percent of All Enrolled Children Attended Public School in 1990

Poor and at-risk children were more likely to be enrolled in public school

-- almost 96 percent of enrolled poor children attended public schools;

-- about 92 percent of enrolled immigrant, LI, and LEP children attended public schools.

Fewer than 80 percent of all enrolled children who came from families with incomes over 500 percent of the poverty level attended public schools.

Scope and Methodology

To identify the best data available, we held discussions with Bureau of the Census officials, academic experts, and an outside consultant. From these discussions, we found that a tabulation of 1980 and 1990 decennial census data designed to our specifications regarding the characteristics of school age children would most effectively meet our needs. We conducted our review between September 1992 and May 1993 in accordance with generally accepted government auditing standards.

The Special Tabulation of 1980 and 1990 Decennial Census Data

In October 1992, we contracted with the Bureau of the Census to obtain a specially designed tabulation of 1980 and 1990 decennial census data. This tabulation is a subset of the 1980 and 1990 Decennial Census Sample Edited Detail Files containing characteristics of the population of specific geographic units. Census created the tabulation from its detailed sample files containing individual records on the population of the entire United States. Census' 1990 detailed files represent a 15.5-percent sample of the total U.S. population and a 16-percent sample of all U.S. households. Census' 1980 detailed files represent an 18.2-percent sample of the total U.S. population and an 18.4-percent sample of all U.S. households.

Although we identified other sources of data that addressed some of the requesters' concerns, weaknesses in these sources led us to choose a special tabulation of 1980 and 1990 decennial census data. For example, some information on the characteristics of school age children is available from the March and October annual Current Population Survey (CPS) supplements. However, the 1992 CPS supplement files would likely not be available until spring 1993. In addition, because of its far smaller sample size, the CPS does not permit statistically meaningful analysis of many state populations. Finally, the funding allocation formula of ESEA's Chapter 1 program, the largest federally funded education program and a program of great interest to our requesters, considers decennial census data as one of its factors in distributing funds to states and counties.

Tabulation Contents—Geographic, Age, Income, and Racial/Ethnic Characteristics

The tabulation contains detailed information on the economic, social, and demographic characteristics of the U.S. population, with a particular focus on children—persons aged 0 to 17—living in families.[1] The tabulation contains this information for certain geographic units and age groups, and generally includes comparable data for both 1980 and 1990.

Geographic Location

The tabulation includes detailed characteristics on the population of the urban and rural sections of every county or county equivalent[2] in the United States, including Alaska and Hawaii.[3] The urban section of each county represents the aggregation of

- places of 2,500 or more persons incorporated as cities, villages, boroughs, and towns, excluding the rural parts of extended cities;[4]
- census-designated places of 2,500 or more persons; and
- other territory, incorporated or unincorporated, included in urbanized areas in that county.

Census defines all remaining areas of a county as rural. The tabulation data for the urban and rural sections of a county can be aggregated to compose the entire county. Counties can be aggregated into states, regions, or the nation.

The tabulation also permits the analysis of the detailed characteristics of populations residing in metropolitan areas (MA). MAs are counties or groups of counties[5] that have close economic and social relationships with each other and meet the standards for defining metropolitan areas set by

[1]Census defines a family as consisting of a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption. A household includes all the persons who occupy a housing unit—a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied as separate living quarters. All persons in a household who are related to the householder are regarded as members of his or her family. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated individuals or one person living alone.

[2]In Louisiana the county equivalent is the parish. In Alaska, county equivalents are organized as boroughs and census areas. Some states—like Maryland—have "independent cities," which are treated as counties for statistical purposes.

[3]Our tabulation does not include information on the population of Puerto Rico, American Samoa, or other outlying areas of the United States.

[4]Census aggregates the boroughs of a county in all states except Alaska and New York. Census aggregates the towns of a county in all states except New York and Wisconsin and the six New England states—Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont.

[5]The tabulation also includes information on metropolitan areas in the six New England states, where they are defined as the aggregation of minor civil divisions rather than counties.

OMB. The tabulation includes both 1980 and 1990 census data on MAs based on 1990 geographic boundary definitions in its January 1990 revisions.

Age

For both 1980 and 1990, the tabulation contains information on populations by single year of age for persons from birth through age 7. It also includes information on persons in age groups 8 to 11, 12 to 17, 18 to 24, 25 to 64, and 65 years and over.

Poverty Status/Income

The tabulation contains information on household income and poverty status for all persons for whom the Census can determine a poverty status.[6] Census derives information on income and poverty status from answers to census questions concerning income received by persons 15 years and older during the calendar year before the census year. Thus, the 1990 decennial census contains information on persons' 1989 calendar year income. Information on persons' poverty status in the tabulation is based on the standard definition of poverty status used by Census and prescribed by OMB as a statistical standard for federal agencies.[7]

Analysts have criticized the poverty threshold for being both too high or too low. For example, the existing poverty thresholds do not account for area cost-of-living differences. Price differences among areas imply that more expensive areas need higher incomes to maintain adequate levels of consumption. Because some parts of the country (for example, the Northeast and urban areas generally) have higher prices than others, families that live in these areas may need higher incomes to maintain the same level of consumption as lower income families in less expensive places. Correcting for this difference in price levels would tend to increase poverty rates in areas with a higher cost of living and lower them in others, even after adjusting for differences in median income.

Race and Ethnicity

The tabulation contains information on 22 separate racial and ethnic classifications. (See table II.1.) The tabulation's racial/ethnic classifications are based on the Census question regarding Hispanic origin. Thus, the non-Hispanic classifications—white, black, and so on—are for

[6]Census does not determine poverty status for institutionalized persons, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years of age. These persons are excluded from the denominator when Census calculates poverty rates—the percentage of persons in poverty.

[7]Census determines poverty thresholds on the basis of family size and the corresponding poverty level income for that family size. The Census and GAO tabulation classifies the family income of each family or unrelated individual according to their corresponding family size category. For example, for the 1990 census, the poverty cutoff for a family of four was a 1989 income of $12,674. Census counts an individual or family and its members as poor if its annual before-tax cash income is below the corresponding poverty threshold for that size of family.

non-Hispanic members of those racial groups only. The Hispanic categories include Hispanic persons of all races. The tabulation includes racial and ethnic classifications that are comparable in definition for 1980 and 1990, except for the categories "Central/South American" and "Other Hispanic." Census calculated the "Central/South American" classification for 1990 but not for 1980, when it included these persons in the "Other Hispanic" classification.

Table II.1: Contents of the Special Tabulation: Racial and Ethnic Characteristics, 1980 and 1990 Decennial Censuses

Not of Hispanic origin:	Hispanic origin:
Total white	Mexican
Total black	Puerto Rican
Asian and Pacific Islander:	Cuban
Chinese	Central/South American
Japanese	Other Hispanic
Filipino	
Asian Indian	
Korean	
Vietnamese	
Cambodian	
Hmong	
Laotian	
Thai	
Other Asian	
Pacific Islander, except Hawaiian	
Hawaiian	
American Indian, Eskimo, or Aleut	
Other races	

Tabulation Contents—Other Social and Demographic Characteristics

Family Type

The tabulation also contains information on family type, parental employment status, educational attainment, and similar social characteristics. (See table II.2.) Except where noted, data are comparable for both 1980 and 1990.

The tabulation includes information on family type, classifying all persons in families even when the family does not include a parent. For example, a family with children headed by a grandmother with no spouse is included in the category of female householder-no husband.

Parental Employment Status

The tabulation's work experience variable focuses on persons in families with two parents or single-parent families including the mother only. Like the 1980 and 1990 decennial censuses, the tabulation does not contain information on the parental work experience of families headed by any other relative (grandmother, aunt, uncle, and so on) or single-parent families headed by the father. The tabulation includes comparable data on this variable for both 1980 and 1990.

Parental Educational Attainment

The tabulation's variable for the education level of the most educated parent includes information only on persons in families with parents.[8] The tabulation contains information on persons in families where at least one parent is present. However, it does not classify other types of families, for example, those headed by grandmothers, uncles, and so on, by educational attainment.

Census included instructions with its questionnaire that specified that schooling completed in foreign or ungraded systems should be reported as the equivalent level of schooling in the regular American system and that vocational certificates or diplomas from vocational, trade, or business schools or colleges were not to be reported unless they were college-level degrees. Census also asked respondents to exclude honorary degrees.

Although the tabulation includes comparable data on the educational attainment question for both 1980 and 1990, the construction of the data for each year is different. Tabulation data for 1990 conforms to the 1990 decennial census's question regarding educational attainment. Instead of educational attainment, the 1980 Census question was based primarily on the number of years of education acquired by each respondent. However, the tabulation contains the 1980 data translated by Census into the 1990 categories.[9]

Immigrant Status

The tabulation's immigrant variable includes information on those persons who are foreign born and not of U.S. parents. It also includes a separate "first generation" or "recent arrival" category for those persons who are

[8]We chose to focus on the educational attainment of the most educated parent because many analyses have found that "educated status of the more educated parent" is highly correlated with educational outcomes as well as social behaviors such as career choice.

[9]Census translated the 1980 years of education totals as follows: completed 8 years of education or less to "Grade School or Less," completed 9 to 11 years to "Some High School (9-12, no diploma)," completed 12 years to "High School Graduate (diploma)," completed 13 to 15 years to "Some College or Associate's Degree," completed 16 years or more to "Bachelor's Degree or more." The "No Parent Present" category did not change.

native born but who have a foreign-born mother[10] who came to the United States during the 10 years before the Census.[11] In this report, we typically define the foreign born and recent arrival categories as "immigrant."

Place of Origin

The tabulation contains information on persons' place of birth or origin, distributing them among 30 different national classifications. Persons listed as "U.S. native" may have been born in the United States, Puerto Rico, or an outlying area of the United States. Persons born in foreign countries but who have at least one American parent are also included as U.S. natives.

Table II.2: Contents of the Special Tabulation: Demographic Characteristics, 1980 and 1990 Decennial Censuses

Family type:[a]	
Married-couple family	
Female householder, no husband present	
Male householder, no wife present	
Work experience (employment status) of parents in 1989:[a]	
Living with two parents:	Living with mother:
Both parents worked full time, full year	Mother worked full time, full year
Only one parent worked full time, full year	Mother worked part time or part year
Neither parent worked full time, full year	Mother did not work
Neither parent worked	
Living with father	
Not living with a parent	
Immigrant status:[a]	
Foreign born	
First generation (recent arrival)	
Nonimmigrant	
Education level of most educated parent:[a]	
Grade school or less	
Some high school (9-12, no diploma)	
High school graduate (diploma)	

(continued)

[10]Although somewhat more narrow, this definition is consistent with research definitions of the foreign stock population. The foreign stock population is considered crucial to understanding that segment of the population with the strongest foreign language and cultural experience.

[11]For 1980, the recent arrival category includes native born children with a foreign born mother who immigrated to the United States during the previous 10 years (back to 1970). For those children who have no mother, the question examines the father's place of origin. Children without either parent are classified as nonimmigrant.

Some college or associate's degree	
Bachelor's degree or more	
No parent present	
School enrollment and type of school:[a]	
Not attending school:	Enrolled in school:
	Public school
	Private school
Place of origin:[a]	
Other North American nations	
Mexico	
El Salvador	
Other Central American nations	
Cuba	
Haiti	
Jamaica	
Other Caribbean nations	
South America	
Taiwan	
Hong Kong	
Mainland China	
South/North Korea	
India/Pakistan/Bangladesh/Sri Lanka	
Japan	
Philippines	
Vietnam	
Other Southeast Asian nations[b]	
Israel	
Other Middle Eastern nations[c]	
Other Asian nations[d]	
Russia/former Soviet Union[e]	
Eastern Europe[f]	
Ireland	
Portugal	
Other European nations[g]	

(continued)

North Africa[h]
Other Africa[i]
U.S. native
All other nations[j]

[a]This variable places persons from birth to 17 years old who are not in a family in a separate category.

[b]"Other Southeast Asian nations" includes Brunei; Burma; Cambodia; Laos; Indochina; Singapore; Malaysia; Thailand; Indonesia; and Southeast Asia, not specified.

[c]"Other Middle Eastern nations" includes Bahrain; Cyprus; Gaza Strip; Iraq; Iraq-Saudi neutral zone; Jordan; Kuwait; Lebanon; Mesopotamia, not specified; Middle East, not specified; Oman; Palestine; Persian Gulf States, not specified; Qatar; Saudi Arabia; Syria; United Arab Emirates; West Bank; People's Democratic Republic of Yemen; and Yemen Arab Republic.

[d]"Other Asian nations" includes Turkey, Iran, Afghanistan, and nations not classified elsewhere.

[e]"Russia/former Soviet Union" excludes the Baltic States.

[f]"Eastern Europe" includes Albania; the Baltic States; Bulgaria; Czechoslovakia; Eastern Europe, not specified; Estonia; Hungary; Latvia; Lithuania; Poland; Romania; and Yugoslavia.

[g]"Other European nations" includes Austria, the former East Germany, and all other European nations not classified.

[h]"North Africa" includes Algeria; Egypt; Libya; Morocco; North Africa, not specified; Tunisia; and Western Sahara.

[i]"Other African nations" includes all other African nations not classified elsewhere.

[j]"All other nations" includes Australia, Oceania, and all nations not classified elsewhere.

School Enrollment

The tabulation also contains information on persons' enrollment in school and whether the school was public or private. The 1990 Census defined public school as any "school or college controlled and supported by a local, county, state or federal government." Schools supported and controlled by religious organizations or other private groups are defined by the 1990 Census as "private." The tabulation provides comparable data for 1980 and 1990.[12]

Tabulation Contents—Language Characteristics

The tabulation also contains information on the language spoken by the householder, English proficiency, and linguistic isolation. (See table II.3.) Except where noted, the tabulation has comparable data for these variables for both 1980 and 1990.

[12]Census has observed that school enrollment levels for persons aged 3 to 17 in 1990 may be underestimated by about 5 percent, with preprimary enrollment most seriously underestimated. However, at this time, Census has no explanation for the discrepancy.

Linguistic Isolation

The tabulation includes information on persons living in linguistically isolated (LI) households. (See table II.3.) These are households in which no persons aged 14 or older speak "only English" and no persons aged 14 or older who speak a language other than English speak English "very well." The tabulation classifies all members of an LI household as LI, including members who may speak "only English."

Ability to Speak English

The tabulation includes information on persons 5 years of age and older on the basis of their ability to speak English. Categories include persons who "speak English only," "speak English very well," "speak English well," "do not speak English well," and do "not speak English at all."

Language Spoken Other Than English

For those households in which one or more persons aged 5 years or over speak a language other than English, the tabulation includes information on the language spoken by the householder. The tabulation distributes such persons among 16 different language classifications. The language spoken by the householder may not be spoken by all other members of the household. Thus, persons who speak only English may have a non-English household language assigned to them.

Table II.3: Contents of the Special Tabulation: Linguistic Characteristics, 1980 and 1990 Decennial Censuses

Linguistic isolation:[a]	
In LI households	In non-LI households
Language spoken at home:[a]	
English spoken only	Language spoken other than English:
	Spanish
	Portuguese
	French/Creole
	Russian
	Chinese
	Japanese
	Tagalog/Filipino
	Asian Indian/Pakistani
	Korean
	Vietnamese
	Other Asian language
	American Indian or Eskimo
	Italian
	Arabic
	Other languages
Ability to speak English:[b]	
Speaks only English	Does not speak only English:
	Speaks English very well
	Speaks English well
	Speaks English not well
	Speaks English not at all

[a]This variable places persons aged birth to 17 who are not in a family in a separate category.

[b]This variable places persons aged 5 to 17 who are not in a family in a separate category. It excludes all persons under 5 years of age.

Variables Created From the Special Tabulation

GAO Definition of Children With Limited English Proficiency (LEP)

Using the special tabulation data for 1980 and 1990, we created a variable classifying children by their English proficiency. In general, LEP children have difficulty speaking, reading, writing, or understanding English.

However, currently, no nationally accepted definition of LEP exists, and there is a lack of consensus on the criteria for determining LEP. This is particularly true regarding the level of language skills that constitutes limited proficiency in English.

Following the definition used by the Congressional Research Service when it uses census data to estimate the LEP population, we defined as LEP children all persons aged 5 to 17 living in families who Census reported as speaking English "well," "not well," or "not at all."[13] Current estimates by the Department of Education, the Council of State Chief School Officers, and other sources place the number of total school age LEP students at between 2.3 million and 3.5 million. Our definition yields an estimate of slightly more than 2.3 million children.

GAO's Parental Employment Status Variable

The tabulation's work experience variable focuses only on persons in families with two parents or single-parent families including the mother only. The tabulation does not contain information on parental work experience of families headed by any other relative (grandmother, aunt, uncle, and so on) or single-parent families headed by the father. GAO defined a parental employment experience variable by collapsing the tabulation's parental employment status variable in the following manner:

- At Least One Parent With Full-Time (Full-Year) Work includes all persons aged 5 to 17 in families in which "both parents worked full time, full year," "only one parent worked full time, full year," and all persons aged 5 to 17 in single-parent families headed by the mother in which "the mother worked full time, full year";
- No Employed Parent With Full-Time (Full-Year) Work includes all persons aged 5 to 17 in families in which "neither parent worked full time, full year" and all persons aged 5 to 17 in single-parent families headed by the mother in which "the mother worked part time or part year";
- No parent employed includes persons aged 5 to 17 in families in which "neither parent worked" and all persons aged 5 to 17 in single-parent families headed by the mother in which "the mother did not work."

Overlap of GAO-Designated At-Risk Populations

In this report we define members of an at-risk population as persons aged 5 to 17 in families who also either meet our definition of LEP or live in an

[13]There are several reasons for defining a person who speaks English "well" as LEP. First, analysis by Census performed on adults during the early 1980s suggested that the "speaks English well" category had considerable variation in actual English speaking ability—many who said they spoke English well did not do so—and such variation may be just as large among children. In addition, there are other dimensions of LEP—some may speak English well but may be unable to read it or understand it.

immigrant or an LI household.[14] Our analysis of tabulation data found that each of these at-risk populations ranged from about 4 to 5 percent of the total school age population in families.

However, the totals for these groups are not additive because a child may be in more than one of these populations. Table II.4 illustrates the overlap among these at-risk groups. For example, about half of all children in immigrant households (1.1 million) were also not LEP or were not living in an LI household. About 20 percent of all LI children (367,000) were not LEP and were also not living in an immigrant household. In contrast, almost 700,000 children fell into all 3 categories. In total, about 2.3 million children were in one at-risk group/category only. Excluding all double counting, the three at-risk populations combined account for over 4 million children, or more than 9 percent of the total school age population.

Table II.4: Overlap of School Age Children in Immigrant or LI Households, and LEP Children, Special Tabulation of Census Data, 1990

At-risk population	Number of school age children aged 5-17	Percent of all LEP children[a]	Percent of all immigrant children	Percent of all LI children
Immigrant children only	1,113,650		48.0	
LEP children only	875,484	37.9		
LI children only	366,735			21.2
Immigrant/LEP children only	297,561	12.9	12.8	
Immigrant/LI children only	221,981		9.6	12.9
LEP/LI children only	451,479	19.5		26.1
LEP/LI/ immigrant children only	686,634	29.7	29.6	39.8
Total children in all seven at-risk categories	4,013,524			
Children in 1 at-risk category only	2,355,869			

Note: School age children are defined as persons aged 5 to 17 living in families.

[a]Our tabulation found 2,319,826 school age children living in immigrant households, 1,726,829 children living in LI households, and 2,311,158 LEP children in 1990.

[14]At-risk populations are those who, while not necessarily poor, face significant obstacles to achieving academic success. The at-risk groups discussed are not exclusive; there may be other populations—for example, children in single-parent households—that could also be considered as at-risk but whom we do not include here.

GAO Analysis of 25 Largest Cities

The tabulation contains detailed information on counties and metropolitan areas but not cities. Thus, we analyzed detailed data for the 39 counties the Census identified as containing a part or all of the 25 largest cities as determined by their total population in 1990 (see table II.5). For some cities, such as New York or San Francisco, the county or counties are exactly contiguous with the city's boundaries. For other cities, such as Detroit (Wayne County) or Cleveland (Cuyahoga County), the counties contain other jurisdictions besides the city. For some cities, such as Chicago, most of the city is within one county (Cook), although parts of it are also in other counties.

Table II.5: Census Designations of Counties Containing 25 Largest Cities in Total Population in 1990, Special Tabulation of Census Data, 1990

City	Counties
New York City	Bronx, Kings, New York, Queens, Richmond
Los Angeles	Los Angeles
Chicago	Cook, Dupage[a]
Houston	Fort Bend, Harris, Montgomery[a]
Philadelphia	Philadelphia
San Diego	San Diego
Detroit	Wayne
Dallas City	Collin, Dallas, Denton, Kaufman, Rockwall[a]
Phoenix	Maricopa
San Antonio	Bexar
San Jose	Santa Clara
Baltimore	Baltimore
Indianapolis	Marion
San Francisco	San Francisco
Jacksonville	Duval
Columbus	Fairfield, Franklin[a]
Milwaukee	Milwaukee, Washington, Waukesha[a]
Memphis	Shelby
Washington, D.C.	Washington, D.C.
Boston	Suffolk
Seattle	King
El Paso	El Paso
Cleveland	Cuyahoga
New Orleans	Orleans Parish
Nashville	Davidson

[a]Most of the city is located in one county: Chicago is in Cook, Houston is in Harris, Dallas is in Dallas, Milwaukee is in Milwaukee, and Columbus is in Franklin.

Estimated Net Undercount of the 1990 Decennial Census

The decennial census typically fails to count a proportion of the population, and, because our estimates are based on Census data, they are also affected by the undercount. Census has studied certain aspects of the 1990 census' net undercount [15] through its 1990 Post Enumeration Survey (PES), which interviewed a sample of 165,000 census respondents several months after the census. Census also studied the 1990 undercount through demographic analysis—a development of an independent estimate of the population obtained administratively through the use of birth and death record data. Census' demographic analysis forms an historical series profiling the undercount population begun in 1940 and continued through 1990.

For the 1990 census, both the PES and Census' demographic analysis showed a net undercount. The net undercount as estimated by PES was about 1.6 percent of the resident census count of 248.7 million, or approximately 4.2 million people. Based on Census' demographic analysis, the net undercount was 1.85 percent, or approximately 4.7 million persons.[16]

Census' PES was geared toward developing undercount estimates for regions, census divisions, and cities and does not directly provide national undercount estimates. The PES also was limited in that it estimated net undercounts for selected age strata, for example, persons from birth to 9 years old and aged 10 to 19.

Census' demographic analysis focused on the variation in the net undercount by age, race, and sex at the national level. Although estimates of the net undercount have declined for each decennial census since 1940, the undercount estimate for 1990 showed a significant increase for males compared to 1980. There is evidence that the net undercount in 1990 varied by race, sex, and age. Analysis by Census researchers suggests that the net undercount was largest for blacks and particularly for black males of ages 25 to 45.[17] The net undercount was also large for black children under age 10, although it approached zero for black males and females aged 15 to 19. Estimated net undercounts for nonblack males and females

[15]The undercount is net because, while the census misses some persons, it improperly counts others.

[16]About three-quarters of the omissions, or 3.48 million persons, were males. About 40 percent of all omissions or, 1.84 million persons, were black.

[17]Although one can infer net undercount estimates of 5 percent for Hispanics from the PES, Census' demographic analysis provides no undercount estimates for Hispanics. Neither the PES nor the demographic analysis examines variation in the net undercount by family income.

were typically much lower than for blacks and approached 0 for persons aged 10 to 14.

Revising our estimates for uncounted black school age children increases the total school age poverty rate. Using data provided us by Census regarding the estimated net undercount of all black children aged 5 to 17, we corrected the 1990 census' estimated national school age poverty rate.[18] Incorporating the net black school age undercount increases the numerator and denominator of the total poverty rate for school age children, increasing the poverty rate from about 17.07 percent to 17.18 percent.

Sampling Errors

Because the tabulation is based on the 1980 and 1990 Decennial Census Sample Edited Detail Files, which contain a sample of individual population records, each reported estimate has an associated sampling error. The size of the sampling error reflects the precision of the estimate; the smaller the error, the more precise the estimate. Sampling errors for estimates from the tabulation were calculated at the 95-percent confidence level. This means that the chances are about 19 out of 20 that the actual number or percentage being estimated falls within the range defined by our estimate, plus or minus the sampling errors. For example, if we estimated that 30 percent of a group has a particular characteristic and the sampling error is 1 percentage point, there is a 95-percent chance that the actual percentage is between 29 and 31.

Generally, the sampling errors for characteristics of national and many state groups did not exceed 1 percent of the estimate at the 95-percent confidence level. However, for some combined characteristics of populations in states with smaller populations—for example, the number of immigrant school age children in families below the poverty level in Vermont—the sampling errors were significantly greater. Because of the sampling error's size relative to the estimate, we did not report estimated differences between 1980 and 1990 whenever the base population was smaller than 5,000.

[18]In performing this calculation, we assumed that the net undercount estimate of 4.83 percent for black children aged 5 to 17 was the same as that for non-Hispanic black children. We also assumed that the undercounted black children have the same poverty rate as that for the counted non-Hispanic black children. For nonblack children aged 5 to 17, the estimated net undercount was 1.14 percent.

Data Points for Figures in Appendix I

Table III.1: Data for Figure I.5: Changes in the School Age Population, by Race and Ethnicity, 1980-90

Race/ethnicity	Millions of children aged 5 to 17
White	-4.022
Hispanic	1.250
Black	-.253
Asian	.648
American Indian/other	.061
Total	**-2.32**

Table III.2: Data for Figure I.7: Changes in the School Age Population, by Race and Ethnicity, 1980-90

Race/ethnicity	Thousands of poor children aged 5 to 17
White	-194
Hispanic	481
Black	-27
Asian	118
American Indian/other	40
Total	**418**

Table III.3: Data for Figure I.8: Distribution of Poor School Age Children, by Geographic Area, 1980-90

Geographic area	Percent of poor school age children, 1980	Percent of poor s chool age children, 1990
Urban	70.78	74.60
Rural	29.22	25.40
25 largest cities	24.80	24.80

Table III.4: Data for Figure I.9: Racial Composition of Poor School Age Children, by Geographic Area, 1990

Geographic area	Percent of poor school age children who are white, 1990	Percent of poor school age children who are minority, 1990
All urban	32.56	67.44
25 largest cities	21.10	78.90
All rural	67.07	32.93
Total	**41.33**	**58.67**

Table III.5: Data for Figure I.10: Comparison of Poverty Rates Across Age Groups, 1990

Age group	Poverty rate, 1990
Young children (0 to 4)	20.42
School age (5 to 17)	17.50
Young adult (18 to 24)	19.36
Prime age (25 to 64)	9.48
Elderly (65 and over)	12.79

Table III.6: Data for Figure I.11: Racial and Ethnic Poverty Rates, by Geographic Area, 1990

	Percent of all children aged 5 to 17 who are poor, by geographic area			
Race/ethnicity	Poverty rate, 1990, all urban areas	Poverty rate, 1990, 25 largest cities	Poverty rate, 1990, all rural areas	Poverty rate, 1990, national total
White	9.07	8.04	12.20	10.14
Hispanic	30.75	32.04	34.84	31.15
Black	37.22	36.78	40.76	37.70
Asian	16.8	16.69	11.57	16.40
American Indian/other	29.84	27.01	39.59	34.36

Table III.7: Data for Figure I.13: Family Type of the School Age Poverty Population, by Race and Ethnicity, 1990

	Percent of poor children aged 5 to 17 in families headed by a		
Race/ethnicity	Married couple	Female householder/ no husband	Male householder/ no wife
White	49.40	45.91	4.70
Hispanic	48.84	45.31	5.85
Black	17.94	77.99	4.07
Asian	70.72	24.46	4.83
American Indian/other	42.47	49.37	8.15
All poor children	39.64	55.54	4.82

Table III.8: Data for Figure I.14: Parental Educational Status of the School Age Poverty Population, by Race and Ethnicity, 1990

	Percent of poor children aged 5 to 17 living with a parent, by parent's education level			
Race/ethnicity	Grade school or less	Some high school	High school graduate	At least some college
White	6.40	22.73	36.64	34.23
Hispanic	36.85	29.18	19.44	14.54
Black	6.23	38.31	33.21	22.25
Asian	32.20	15.26	17.48	35.03
American Indian/other	10.07	28.90	33.66	27.38
All poor children	13.69	28.88	31.26	26.17

Table III.9: Data for Figure I.15: Parental Employment Status of the School Age Poverty Population, by Race and Ethnicity, 1990

	Percent of poor children aged 5 to 17 living with two parents/mother only		
Race/ethnicity	At least one parent with full-time work	No employed parent with full-time work	No parent employed
White	23.92	44.78	31.30
Hispanic	21.28	40.38	38.34
Black	14.18	35.96	49.86
Asian	15.03	33.51	51.46
American Indian/other	15.29	46.00	38.71
All poor children	19.85	40.77	39.38

Table III.10: Data for Figure I.17: Percent Change in the School Age Poverty Population, All States, 1980-90

Decrease in school age poverty population		0- to 29.99-percent increase		Over 25-percent increase	
States	Percent change	States	Percent change	States	Percent change
Alabama	-10.1	Alaska	6.9	Arizona	51.7
Arkansas	-4.1	Florida	10.9	California	37.8
Connecticut	-22.9	Idaho	14.3	Colorado	30.2
Delaware	-31.8	Indiana	1.4	Montana	39.2
Georgia	-8.2	Iowa	0.8	Nevada	57.4
Hawaii	-10.6	Kansas	20.6	New Mexico	28.0
Illinois	-2.4	Louisiana	20.7	Oklahoma	29.2
Kentucky	-3.8	Michigan	13.4	Texas	38.5
Maine	-25.9	Minnesota	15.1	Utah	45.1
Maryland	-20.8	Missouri	8.0	Washington	31.8
Massachusetts	-20.1	North Dakota	5.2	Wisconsin	26.4
Mississippi	-1.4	Ohio	15.5	Wyoming	65.6
Nebraska	-1.2	Oregon	22.8		
New Hampshire	-30.0	West Virginia	6.7		
New Jersey	-33.5				
New York	-15.2				
North Carolina	-18.4				
Pennsylvania	-8.4				
Rhode Island	-17.3				
South Carolina	-8.9				
South Dakota	-6.5				
Tennessee	-12.9				
Vermont	-23.9				
Virginia	-18.0				

Table III.11: Data for Figure I.18: Changes in the School Age Poverty Population in 10 States With the Largest School Age Poverty Populations, 1980-90

States with largest school age poverty populations, 1980 and 1990	Thousands of poor children aged 5 to 17	
	1980	1990
California	651	897
Texas	574	795
New York	627	532
Florida	311	345
Illinois	337	329
Ohio	279	322
Michigan	254	289
Pennsylvania	311	285
Louisiana	222	268
Georgia	250	229

Table III.12: Data for Figure I.20: School Age Poverty Rates, by State, 1990

0- to 13.99-percent		14- to 19.99-percent		20-percent and above	
States	School age poverty rate	States	School age poverty rate	States	School age poverty rate
Alaska	9.6	California	17.3	Alabama	23.3
Colorado	13.8	Florida	17.5	Arizona	20.3
Connecticut	9.8	Georgia	18.9	Arkansas	23.8
Delaware	11.0	Idaho	14.5	Kentucky	23.3
Hawaii	10.5	Illinois	15.9	Louisiana	30.4
Indiana	12.8	Michigan	16.7	Mississippi	32.7
Iowa	12.7	Missouri	16.3	New Mexico	26.4
Kansas	12.8	Montana	18.4	South Carolina	20.0
Maine	12.4	New York	18.1	Texas	23.4
Maryland	10.5	North Carolina	16.0	West Virginia	24.1
Massachusetts	12.2	North Dakota	15.9		
Minnesota	11.4	Ohio	16.2		
Nebraska	12.0	Oklahoma	19.9		
Nevada	11.8	Pennsylvania	14.5		
New Hampshire	6.4	South Dakota	18.8		
New Jersey	10.8	Tennessee	19.5		
Oregon	13.4				
Rhode Island	12.4				
Utah	10.9				
Vermont	10.7				
Virginia	12.5				
Washington	12.8				
Wisconsin	13.4				
Wyoming	12.7				

Table III.13: Data for Figure I.21: Changes in Total and Poor School Age Populations, 1980-90, for 10 States With Highest Poverty Rates in 1990

States with highest school age poverty rates in 1990	Percent changes in total school age population, 1980-90	Percent change in poor school age population, 1980-90
Mississippi	-8.30	-1.40
Louisiana	-8.10	20.70
West Virginia	-19.00	6.70
Arkansas	-8.20	-4.10
Kentucky	-12.10	-3.80
Alabama	-10.60	-10.10
South Carolina	-5.80	-8.90
New Mexico	5.50	28.00
Arizona	18.70	51.70
Texas	9.60	38.50

Table III.14: Data for Figure I.22: Changes in Poverty Rates, 1980-90, for the 10 States With Highest Poverty Rates in 1990

	School age poverty rate	
States with highest school age poverty rates in 1990	1980	1990
Mississippi	30.40	32.70
Louisiana	23.20	30.40
West Virginia	18.30	24.10
Arkansas	22.80	23.80
Kentucky	21.30	23.30
Alabama	23.10	23.30
South Carolina	20.70	20.02
New Mexico	21.80	26.40
Arizona	15.90	20.30
Texas	18.50	23.40

Table III.15: Data for Figure I.24: Change in School Age Poverty Rates, 1980-90, for the 10 Cities With Highest School Age Poverty Rates in 1990

Cities (counties)[a] with highest school age poverty rates in 1990	School age poverty rate, 1980	School age poverty rate, 1990
New Orleans (Orleans Parish)	37.9	45.1
El Paso	29	35.1
Baltimore City	31.7	31.2
New York City (5 counties)	30.7	29.6
Philadelphia	29.3	29.3
Detroit (Wayne)	19.6	28.2
Boston (Suffolk)	28.3	27.4
San Antonio (Bexar)	24.9	27
Memphis (Shelby)	27.1	25.3
Washington, D.C.	22.7	24.1
National average	15.3	17.1

[a]The name of the county is in parentheses except where there is more than one or if the county has the same name as the city. See table IV.10 for more detailed county information.

Table III.16: Data for Figure I.27: Size of Selected At-Risk School Age Populations, 1990

Selected school age population	Percent of all school age children
Immigrant children	5.23
LI children	3.89
LEP children	5.21
All poor children	17.07

Table III.17: Data for Figure I.28: Percent Change in Selected At-Risk and Other Populations, 1980-90

Selected school age population	Percent change, 1980-90
Immigrant children	23.94
LI children	19.87
LEP children	25.70
All poor children	5.85
All black children	-3.76
All white children	-11.50

Table III.18: Data for Figure I.29: Poverty Rates of Selected At-Risk and Other School Age Populations, 1990

Selected school age population	Poverty rate, 1990
Immigrant children	30.56
LI children	41.26
LEP children	36.63
All Hispanic children	31.15
All black children	37.70
All white children	10.14

Table III.19: Data for Figure I.30: Concentration of At-Risk School Age Children in 5 States With Largest At-Risk School Age Populations, 1990

	Percent of children		
State	In immigrant families, 1990	In LI households, 1990	Who are LEP, 1990
California	39.02	38.31	33.01
New York	11.97	10.93	10.46
Texas	10.76	15.63	16.60
Florida	7.03	5.12	4.71
Illinois	4.18	4.68	4.31

Table III.20: Data for Figure I.31: Percent Change in State Immigrant School Age Populations, All States, 1980-90

Decrease		0- to 29.99-percent increase		30-percent increase or more	
States	Percent change	States	Percent change	States	Percent change
Alabama	-35.2	Alaska	15.0	Arizona	45.7
Arkansas	-34.0	Colorado	0.10	California	53.3
Connecticut	-12.2	Idaho	21.9	Florida	57.0
Delaware	-20.3	Kansas	7.6	Georgia	32.3
Hawaii	-26.6	Maryland	19.2	Nevada	64.9
Illinois	-8.8	Massachusetts	10.8	Texas	36.8
Indiana	-43.2	Minnesota	11.3		
Iowa	-37.4	New Jersey	9.5		
Kentucky	-36.2	New Mexico	16.1		
Louisiana	-29.8	New York	11.9		
Maine	-31.4	Oregon	10.0		
Michigan	-34.6	Virginia	22.4		
Mississippi	-51.4	Washington	28.1		
Missouri	-36.0	Wisconsin	25.9		
Montana	-50.8				
Nebraska	-33.2				
New Hampshire	-16.9				
North Carolina	-6.0				
North Dakota	-69.3				
Ohio	-36.1				
Oklahoma	-23.4				
Pennsylvania	-15.5				
Rhode Island	-0.7				
South Carolina	-43.1				
South Dakota	-18.9				
Tennessee	-17.0				
Utah	-2.8				
Vermont	-49.4				
West Virginia	-67.6				
Wyoming	-29.5				

Detailed Tables on the Characteristics of School Age Children

Table IV.1: Changes in State School Age Poverty Populations, 1980-90

	Poverty population			Poverty rate	
State	1980	1990	Percent Change 1980-90	1980	1990
Alabama	198,674	178,559	-10.1	23.1	23.3
Alaska	10,207	10,910	6.9	11.5	9.6
Arizona	90,072	136,626	51.7	15.9	20.3
Arkansas	111,691	107,170	-4.0	22.8	23.8
California	651,039	897,104	37.8	14.3	17.3
Colorado	63,062	82,083	30.2	10.8	13.8
Connecticut	65,610	50,611	-22.9	10.4	9.9
District of Columbia	27,949	18,375	-34.3	22.7	24.1
Delaware	18,098	12,342	-31.8	17.1	11.0
Florida	311,021	344,969	10.9	17.7	17.5
Georgia	249,998	229,402	-8.2	20.5	18.9
Hawaii	22,721	20,316	-10.6	11.7	10.5
Idaho	28,254	32,279	14.2	13.5	14.5
Illinois	336,783	328,801	-2.4	14.2	15.9
Indiana	130,984	132,837	1.4	11.1	12.8
Iowa	64,847	65,378	0.8	10.9	12.7
Kansas	49,397	59,578	20.6	10.7	12.8
Kentucky	168,030	161,587	-3.8	21.3	23.3
Louisiana	221,714	267,555	20.7	23.2	30.4
Maine	36,249	26,853	-25.9	15.2	12.4
Maryland	104,310	82,612	-20.8	11.9	10.5
Massachusetts	140,978	112,691	-20.1	12.4	12.2
Michigan	254,479	288,557	13.4	12.5	16.7
Minnesota	80,983	93,242	15.1	9.5	11.4
Mississippi	180,439	177,895	-1.4	30.4	32.7
Missouri	139,765	150,951	8.0	14.1	16.3
Montana	21,083	29,340	39.2	12.8	18.4
Nebraska	37,105	36,655	-1.2	11.6	12.0
Nevada	14,653	23,065	57.4	9.5	11.8
New Hampshire	17,314	12,117	-30.0	9.0	6.4
New Jersey	202,184	134,371	-33.5	13.4	10.8
New Mexico	64,849	82,984	28.0	21.8	26.4
New York	626,784	531,845	-15.1	17.9	18.1
North Carolina	221,699	180,954	-18.4	17.9	16.0
North Dakota	18,941	19,931	5.2	14.0	15.9

(continued)

State	Poverty population 1980	Poverty population 1990	Percent Change 1980-90	Poverty rate 1980	Poverty rate 1990
Ohio	279,040	322,358	15.5	12.3	16.2
Oklahoma	92,894	120,018	29.2	15.2	20.0[a]
Oregon	55,332	67,926	22.8	10.8	13.4
Pennsylvania	310,663	284,692	-8.4	13.3	14.5
Rhode Island	23,353	19,306	-17.3	12.7	12.4
South Dakota	28,336	26,501	-6.5	19.5	18.8
South Carolina	143,925	131,053	-8.9	20.7	20.0
Tennessee	194,569	169,437	-12.9	20.3	19.5
Texas	573,661	794,774	38.5	18.5	23.4
Utah	33,895	49,183	45.1	9.9	10.9
Vermont	14,048	10,695	-23.9	13.1	10.7
Virginia	158,083	129,565	-18.0	14.4	12.5
Washington	84,403	111,198	31.8	10.4	12.8
West Virginia	74,934	79,980	6.7	18.3	24.1
Wisconsin	96,167	121,585	26.4	9.6	13.4
Wyoming	7,515	12,443	65.6	7.6	12.7
Total	**7,152,784**	**7,571,259**	**5.9**	**15.3**	**17.1**

Note: The school age poverty population is defined as persons aged 5 to 17 living in families with incomes below the poverty level.

[a]Oklahoma's poverty rate for 1990 was 19.96.

Table IV.2: State Distribution of School Age Poverty Population, by Race and Ethnicity, 1990

State	Hispanic	Non-Hispanic White	Non-Hispanic Black	Non-Hispanic Asian	Non-Hispanic American Indian/other	Total poor school age children
Alabama	1,066	60,721	114,680	803	1,289	178,559
Alaska	395	4,788	586	230	4,911	10,910
Arizona	58,607	41,502	7,435	1,198	27,884	136,626
Arkansas	1,569	55,011	49,465	428	697	107,170
California	464,724	195,868	118,129	107,485	10,898	897,104
Colorado	31,166	39,393	8,085	1,838	1,601	82,083
Connecticut	20,070	16,269	13,571	409	292	50,611
District of Columbia	971	248	16,968	106	82	18,375

(continued)

State	Hispanic	Non-Hispanic				Total poor school age children
		White	Black	Asian	American Indian/other	
Delaware	891	4,345	6,978	71	57	12,342
Florida	63,888	117,641	158,109	3,485	1846	344,969
Georgia	4,040	69,559	153,430	1,667	706	229,402
Hawaii	3,559	4,117	507	11,822	311	20,316
Idaho	4,828	25,821	123	341	1,166	32,279
Illinois	52,582	114,039	156,208	4,870	1,102	328,801
Indiana	4,668	89,395	37,309	450	1,015	132,837
Iowa	1,837	56,519	5,083	1,193	746	65,378
Kansas	5,131	39,910	11,821	1,364	1,352	59,578
Kentucky	1,080	134,072	25,332	607	496	161,587
Louisiana	3,999	76,469	181,431	3,233	2,423	267,555
Maine	270	25,788	216	216	363	26,853
Maryland	2,589	28,158	49,429	1,897	539	82,612
Massachusetts	31,967	56,427	16,052	6,061	2,184	112,691
Michigan	13,892	145,947	121,314	3,110	4,294	288,557
Minnesota	3,826	65,033	10,027	7,964	6,392	93,242
Mississippi	956	40,475	134,317	1,219	928	177,895
Missouri	2,722	99,002	46,862	1,127	1,238	150,951
Montana	1,166	21,563	83	141	6,387	29,340
Nebraska	2,280	26,856	5,432	393	1,694	36,655
Nevada	5,047	11,251	5,058	685	1,024	23,065
New Hampshire	437	11,102	213	243	122	12,117
New Jersey	40,952	38,506	50,887	2,899	1,127	134,371
New Mexico	48,358	14,852	1,890	443	17,441	82,984
New York	184,199	168,390	157,460	16,610	5,186	531,845
North Carolina	2,810	65,546	105,765	1,447	5,386	180,954
North Dakota	379	15,479	89	75	3,909	19,931
Ohio	10,021	202,782	105,227	2,219	2,109	322,358
Oklahoma	7,943	68,005	22,467	837	20,766	120,018
Oregon	8,309	51,350	3,273	2,468	2,526	67,926
Pennsylvania	24,867	173,819	79,120	5,476	1,410	284,692
Rhode Island	4,016	11,073	2,410	1,270	537	19,306
South Carolina	1,005	34,034	95,080	448	486	131,053
South Dakota	379	17,077	175	105	8,765	26,501
Tennessee	1,469	95,530	70,728	1,015	695	169,437
Texas	444,766	166,239	170,733	9,866	3,170	794,774

(continued)

State	Hispanic	Non-Hispanic				Total poor school age children
		White	Black	Asian	American Indian/other	
Utah	5,323	39,035	677	1,272	2,876	49,183
Vermont	124	10,174	142	45	210	10,695
Virginia	2,884	56,719	67,110	2,279	573	129,565
Washington	16,876	71,290	8,613	8,366	6,053	111,198
West Virginia	527	73,917	5,101	108	327	79,980
Wisconsin	7,696	68,589	34,744	6,407	4,149	121,585
Wyoming	1,739	9,274	206	44	1,180	12,443
Total	**1,604,865**	**3,128,969**	**2,436,150**	**228,355**	**172,920**	**7,571,259**

Note: The school age poverty population is defined as the number of persons aged 5 to 17 living in families with incomes below the poverty level.

Table IV.3: Racial and Ethnic Characteristics of the School Age Poverty Population, 1980-90

	Total school age poor			Poverty rate (percent)	
Race/ethnicity	1980	1990	Percent change, 1980-90	1980	1990
White	3,323,291	3,128,969	-5.9	9.5	10.1
Black	2,462,667	2,436,150	-1.1	36.7	37.7
Asian					
Chinese	22,018	37,683	71.2	14.9	14.1
Japanese	5,237	4,529	-13.5	4.9	4.4
Filipino	9,703	14,205	46.4	6.4	5.6
Asian Indian	6,300	13,924	121.0	8.8	8.5
Korean	8,943	16,481	84.3	9.7	9.6
Vietnamese	28,649	48,331	68.7	38.8	33.6
Cambodian	2,586	23,983	827.4	58.8	50.1
Hmong	1,282	24,218	1789.1	[a]	66.9
Laotian	11,166	20,045	79.5	70.6	41.9
Thai	721	1,502	108.3	8.4	8.8
Other Asian	1,733	8,334	380.9	17.8	13.5
Pacific Islander	5,789	8,043	38.9	27.1	24.0
Hawaiian	6,017	7,077	17.6	15.4	16.5
Hispanic					
Mexican	680,887	1,068,667	57.0	27.7	31.3
Puerto Rican	262,454	263,345	0.3	46.2	40.8
Cuban	19,897	22,349	12.3	14.3	17.0
Other Hispanic[b]	160,347	98,480	-38.6	21.6	28.9
Central/South American	[c]	152,024	[c]	[c]	22.8
American Indian	120,171	155,310	29.2	31.6	36.0
Other races	12,926	17,610	36.2	20.6	24.7
Total	**7,152,784**	**7,571,259**	**5.9**	**15.3**	**17.6**

Note: The school age poverty population is defined as persons aged 5 to 17 living in families with incomes below the poverty level.

[a]Base population is less than 5,000 for 1980.

[b] For 1980, the "other Hispanic" category includes persons originating from Central and South America.

[c]Not available for 1980

Table IV.4: Changes in Poor Immigrant School Age Poverty Population, by State, 1980-90

	School age children in poor immigrant families			Total school age children in immigrant families		
	1980	1990	Percent change, 1980-90	1980	1990	Percent change, 1980-90
Alabama	1,519	951	[a]	6,813	4,427	-35.0
Alaska	138	270	[a]	2,195	2,525	15.0
Arizona	7,796	18,261	134.2	25,962	37,835	45.7
Arkansas	981	743	[a]	3,914	2,584	-34.0
California	159,411	293,356	84.0	590,971	905,798	53.3
Colorado	3,921	5,526	40.9	16,344	16,357	0.1
Connecticut	2,816	2,034	-27.8	24,610	21,616	-12.2
District of Columbia	844	984	[a]	4,161	4,890	17.5
Delaware	237	292	[a]	2,036	1,623	-20.3
Florida	23,041	46,858	103.4	103,871	163,054	57.0
Georgia	3,001	3,859	28.6	15,955	21,115	32.3
Hawaii	3,829	2,534	-33.8	23,292	17,106	-26.6
Idaho	831	1,561	[a]	3,061	3,730	21.9
Illinois	18,547	21,042	13.5	106,305	96,930	-8.8
Indiana	1,883	1,002	-46.8	12,216	6,945	-43.2
Iowa	1,626	1,449	[a]	6,390	3,999	-37.4
Kansas	1,993	2,603	30.6	7,969	8,570	7.5
Kentucky	1,301	953	[a]	5,811	3,706	-36.2
Louisiana	4,372	3,630	-25.5	16,021	11,244	-29.8
Maine	420	318	[a]	2,865	1,965	-31.4
Maryland	3,238	3,962	22.4	28,325	33,753	19.2
Massachusetts	8,277	13,461	62.6	47,022	52,087	10.8
Michigan	7,095	6,905	-2.7	37,274	24,363	-34.6
Minnesota	3,318	7,526	126.8	14,374	15,991	11.2
Mississippi	1,368	861	[a]	4,917	2,391	-51.4
Missouri	1,876	1,641	-12.5	10,676	6,836	-36.0
Montana	361	220	[a]	1,460	719	-50.8
North Carolina	2,322	2,284	-1.6	13,117	12,332	-6.0
North Dakota	238	91	[a]	1,613	496	-69.3
Nebraska	505	687	[a]	3,864	2,583	-33.2
Nevada	1,063	2,778	161.3	7,215	11,895	64.9
New Hampshire	273	293	[a]	2,880	2,394	-16.9
New Jersey	12,201	12,865	5.4	83,615	91,571	9.5
New Mexico	4,117	6,676	62.2	10,534	12,228	16.1

(continued)

	School age children in poor immigrant families			Total school age children in immigrant families		
	1980	1990	Percent change, 1980-90	1980	1990	Percent change, 1980-90
New York	59,828	72,601	21.3	247,970	277,569	11.9
Ohio	4,058	3,422	-15.7	26,147	16,703	-36.1
Oklahoma	2,480	2,587	4.3	10,122	7,749	-23.4
Oregon	2,817	5,404	91.8	12,865	14,157	10.0
Pennsylvania	6,068	7,383	21.7	34,522	29,335	-15.0
Rhode Island	1,649	2,837	72.0	10,325	10,256	-0.7
South Carolina	1,578	869	-44.9	8,801	5,012	-43.1
South Dakota	142	184	[a]	909	737	-18.9
Tennessee	1,646	1,247	-24.2	7,870	6,535	-17.0
Texas	70,828	117,937	66.5	182,368	249,538	36.8
Utah	1,683	1,976	17.4	6,880	6,685	-2.8
Vermont	255	59	[a]	1,487	752	-49.4
Virginia	4,561	4,085	-10.4	30,588	37,427	22.4
West Virginia	461	179	[a]	3,018	979	-67.6
Washington	6,302	12,937	105.3	28,685	36,735	28.1
Wisconsin	1,947	6,649	241.5	10,526	13,252	25.9
Wyoming	166	192	[a]	1,060	747	-29.5
Total	**451,728**	**709,024**	**57.0**	**1,871,791**	**2,319,826**	**23.9**

Note: Immigrant school age children are defined as those children aged 5 to 17 who are foreign born or living in a family where the mother is foreign born and immigrated to the United States during the previous 10 years. See appendix II. We define the school age poverty population as persons aged 5 to 17 living in families with incomes below the poverty level.

[a] Base population is less than 5,000.

Table IV.5: Family Origin of Immigrant School Age Population, by Poverty Status, 1990

	School age children in			
Place of origin	Poor immigrant families, 1990	Nonpoor immigrant families, 1990	Total immigrant families, 1990	Poverty rate, 1990
Other North American nations	2,958	33,428	36,386	8.1
Mexico	298,785	395,547	694,332	43.0
El Salvador	25,912	59,570	85,482	30.3
Other Central American nations	34,474	74,924	109,398	31.5
Cuba	10,099	23,056	33,155	30.5
Haiti	13,302	25,198	38,500	34.6
Jamaica	6,860	35,870	42,730	16.1
Other Caribbean	34,051	55,835	89,886	37.9
South America	24,603	100,041	124,644	19.7
Taiwan	5,731	30,851	36,582	15.7
Hong Kong	4,317	15,366	19,683	21.9
Mainland China	8,402	30,028	38,430	21.9
Korea	12,465	71,126	83,591	14.9
India/Pakistan	7,913	61,547	69,460	11.4
Japan	2,086	26,981	29,067	7.2
Philippines	8,539	104,150	112,689	7.6
Vietnam	46,701	69,861	116,562	40.1
Other Southeast Asian nations[a]	69,058	73,138	142,196	48.6
Israel	2,990	12,251	15,241	19.6
Other Middle Eastern nations[b]	8,510	20,445	28,955	29.4
Other Asian nations[c]	9,999	26,924	36,923	27.1
Russia/former Soviet Union[d]	16,406	18,829	35,235	46.6
Eastern Europe[e]	6,651	38,326	44,977	14.8
Ireland	603	4,045	4,648	13.0
Portugal	1,509	14,250	15,759	9.6
Other European nations[f]	10,714	91,944	102,658	10.4
North Africa[g]	1,185	6,054	7,239	16.4
Other Africa[h]	7,240	28,109	35,349	20.5
All other nations[i]	26,961	63,108	90,069	29.9
Total	709,024	1,610,802	2,319,826	30.6

(Table notes on next page)

Note: School age immigrant children are defined as those children aged 5 to 17 who are foreign born or living in a family where the mother is foreign born and immigrated to the United States during the previous 10 years. See appendix II. The school age poverty population is defined as the number of persons aged 5 to 17 living in families with incomes below the poverty level.

[a]"Other Southeast Asian nations" includes Brunei; Burma; Cambodia; Laos; Indochina; Singapore; Malaysia; Thailand; Indonesia; Singapore; and Southeast Asia, not specified.

[b]"Other Middle Eastern nations" includes Bahrain; Cyprus; Gaza Strip; Iraq; Iraq-Saudi neutral zone; Jordan; Kuwait; Lebanon; Mesopotamia, not specified; Middle East, not specified; Oman; Palestine; Persian Gulf States, not specified; Qatar; Saudi Arabia; Syria; United Arab Emirates; West Bank; People's Democratic Republic of Yemen; and Yemen Arab Republic.

[c]"Other Asian nations" includes Turkey, Iran, Afghanistan, and nations not classified elsewhere.

[d]"Russia/former Soviet Union" excludes the Baltic States.

[e]"Eastern Europe" includes Albania; the Baltic States, Bulgaria; Czechoslovakia; Eastern Europe, not specified; Estonia; Hungary; Latvia; Lithuania; Poland; Romania; and Yugoslavia.

[f]"Other European nations" includes Austria, the former East Germany, and all other European nations not classified.

[g]"North Africa" includes Algeria; Egypt; Libya; Morocco; North Africa, not specified; Tunisia; and Western Sahara.

[h]"Other African nations" includes all other African nations not classified elsewhere.

[i] "All other nations" includes Australia, Oceania, and all nations not classified elsewhere.

Table IV.6: Change in National Origin of Immigrant School Age Children, 1980-90

	All school age children in immigrant families			
Place of origin	Total, 1980	Total, 1990	Numerical change, 1980-90	Percent change, 1980-90
Other North American nations	63,395	36,386	(27,009)	-42.6
Mexico	504,845	694,332	189,487	37.5
El Salvador	15,338	85,482	70,144	457.3
Other Central American nations	47,071	109,398	62,327	132.4
Cuba	56,207	33,155	(23,052)	-41.0
Haiti	15,256	38,500	23,244	152.4
Jamaica	35,675	42,730	7,055	19.8
Other Caribbean	58,781	89,886	31,105	52.9
South America	97,745	124,644	26,899	27.5
Taiwan	16,072	36,582	20,510	127.6
Hong Kong	20,906	19,683	(1,223)	-5.9
Mainland China	20,886	38,430	17,544	84.0
Korea	85,151	83,591	(1,560)	-1.8

(continued)

	All school age children in immigrant families			
Place of origin	Total, 1980	Total, 1990	Numerical change, 1980-90	Percent change, 1980-90
India/Pakistan	43,892	69,460	25,568	58.3
Japan	32,610	29,067	(3,543)	-10.9
Philippines	97,058	112,689	15,631	16.1
Vietnam	83,127	116,562	33,435	40.2
Other Southeast Asian nations[a]	47,476	142,196	94,720	199.9
Israel	6,333	15,241	8,908	140.7
Other Middle Eastern nations[b]	30,778	28,955	(1,823)	-5.9
Other Asian nations[c]	22,292	36,923	14,631	65.6
Russia/former Soviet Union[d]	23,688	35,235	11,547	48.8
Eastern Europe[e]	28,663	44,977	16,314	56.9
Ireland	4,420	4,648	228	5.2
Portugal	33,350	15,759	(17,591)	-52.8
Other European nations[f]	209,069	102,658	(106,411)	-50.9
North Africa[g]	7,566	7,239	(327)	-4.3
Other Africa[h]	19,295	35,349	16,054	83.2
All other nations[i]	144,846	90,069	(54,777)	-37.8
Total	**1,871,791**	**2,319,826**	**448,035**	**23.9**

(Table notes on next page)

Note: School age immigrant children are defined as those children aged 5 to 17 who are foreign born or living in a family where the mother is foreign born and immigrated to the United States during the previous 10 years. See appendix II. The school age poverty population is defined as the number of persons aged 5 to 17 living in families with incomes below the poverty level.

[a]"Other Southeast Asian nations" includes Brunei; Burma; Cambodia; Laos; Indochina; Singapore; Malaysia; Thailand; Indonesia; Singapore; and Southeast Asia, not specified.

[b]"Other Middle Eastern nations" includes Bahrain; Cyprus; Gaza Strip; Iraq; Iraq-Saudi neutral zone; Jordan; Kuwait; Lebanon; Mesopotamia, not specified; Middle East, not specified; Oman; Palestine; Persian Gulf States, not specified; Qatar; Saudi Arabia; Syria; United Arab Emirates; West Bank; People's Democratic Republic of Yemen; and Yemen Arab Republic.

[c]"Other Asian nations" includes Turkey, Iran, Afghanistan, and nations not classified elsewhere.

[d]"Russia/former Soviet Union" excludes the Baltic States.

[e]"Eastern Europe" includes Albania; the Baltic States; Bulgaria; Czechoslovakia; Eastern Europe, not specified; Estonia; Hungary; Latvia; Lithuania; Poland; Romania; and Yugoslavia.

[f]"Other European nations" includes Austria, the former East Germany, and all other European nations not classified.

[g]"North Africa" includes Algeria; Egypt; Libya; Morocco; North Africa, not specified; Tunisia; and Western Sahara.

[h]"Other African nations" includes all other African nations not classified elsewhere.

[i]"All other nations" includes Australia, Oceania, and all nations not classified elsewhere.

Table IV.7: Change in LEP School Age Population, by State, 1980-90

	LEP children		Change, 1980-90	
State	1980	1990	Number	Percent
Alabama	3,800	7,908	4,108	108.1
Alaska	4,506	4,012	(494)	-11.0
Arizona	58,992	59,217	225	0.4
Arkansas	2,309	4,142	1,833	79.4
California	478,500	762,861	284,361	59.4
Colorado	16,006	17,366	1,360	8.5
Connecticut	23,596	26,062	2,466	10.5
District of Columbia	1,867	3,762	1,895	101.5
Delaware	1,732	2,662	930	53.7
Florida	63,731	108,830	45,099	70.8
Georgia	8,321	19,244	10,923	131.3
Hawaii	13,971	10,947	(3,024)	-21.6
Idaho	3,369	4,403	1,034	30.7
Illinois	88,367	99,697	11,330	12.8
Indiana	14,798	18,693	3,895	26.3
Iowa	5,206	7,139	1,933	37.1

(continued)

State	LEP children 1980	LEP children 1990	Change, 1980-90 Number	Change, 1980-90 Percent
Kansas	6,089	8,389	2,300	37.8
Kentucky	3,918	7,314	3,396	86.7
Louisiana	16,663	16,508	(155)	-0.9
Maine	3,464	2,598	(866)	-25.0
Maryland	13,523	21,080	7,557	55.9
Massachusetts	36,984	48,964	11,980	32.4
Michigan	23,444	27,244	3,800	16.2
Minnesota	7,792	16,535	8,743	112.2
Mississippi	3,407	5,923	2,516	73.8
Missouri	7,532	12,041	4,509	59.9
Montana	2,028	1,507	(521)	-25.7
Nebraska	2,666	3,219	553	20.7
Nevada	3,953	8,695	4,742	120.0
New Hampshire	1,998	2,525	527	26.4
New Jersey	70,566	74,622	4,056	5.8
New Mexico	47,796	33,074	(14,722)	-30.8
New York	229,361	241,633	12,272	5.4
North Carolina	7,926	21,232	13,306	167.9
North Dakota	967	817	(150)	-15.5
Ohio	27,007	35,876	8,869	32.8
Oklahoma	7,791	9,172	1,381	17.7
Oregon	8,465	12,568	4,103	48.5
Pennsylvania	39,295	48,365	9,070	23.1
Rhode Island	6,776	8,735	1,959	28.9
South Carolina	4,754	7,786	3,032	63.8
South Dakota	2,827	1,855	(972)	-34.4
Tennessee	5,481	9,417	3,936	71.8
Texas	407,715	383,572	(24,143)	-5.9
Utah	6,715	8,151	1,436	21.4
Vermont	841	747	(94)	-11.2
Virginia	12,596	22,684	10,088	80.1
Washington	17,551	28,850	11,299	64.4
West Virginia	1,387	2,797	1,410	101.7
Wisconsin	9,440	18,640	9,200	97.5
Wyoming	868	1,078	210	24.2
Total	**1,838,657**	**2,311,158**	**472,501**	**25.7**

(Table notes on next page)

Note: We define LEP children as those persons aged 5 to 17 designated by Census as speaking English "well," "not well," or "not at all."

Table IV.8: Changes in Number of School Age Children in LI Households, by State, 1980-90

State	All LI children		Change, 1980-90		Percent of national LI population	
	1980	1990	Number	Percent	1980	1990
Alabama	1,134	2,089	955	84.2	0.1	0.1
Alaska	2,870	2,347	(523)	-18.2	0.2	0.1
Arizona	36,247	37,790	1,543	4.3	2.5	2.2
Arkansas	1,076	1,565	489	45.5	0.1	0.1
California	422,228	661,474	239,246	56.7	29.3	38.3
Colorado	10,865	11,025	160	1.5	0.8	0.6
Connecticut	21,396	20,301	(1,095)	-5.1	1.5	1.2
District of Columbia	1,052	2,324	1,272	120.9	0.1	0.1
Delaware	880	1,265	385	43.8	0.1	0.1
Florida	53,004	88,475	35,471	66.9	3.7	5.1
Georgia	3,496	9,684	6,188	177.0	0.2	0.6
Hawaii	11,594	9,241	(2,353)	-20.3	0.8	0.5
Idaho	2,168	2,816	648	29.9	0.2	0.2
Illinois	77,641	80,776	3,135	4.0	5.4	4.7
Indiana	7,869	7,818	(51)	-0.7	0.5	0.5
Iowa	2,850	2,704	(146)	-5.1	0.2	0.2
Kansas	3,974	5,038	1,064	26.8	0.3	0.3
Kentucky	1,518	1,924	406	26.8	0.1	0.1
Louisiana	11,024	7,552	(3,472)	-31.5	0.8	0.4
Maine	2,124	958	(1,166)	-54.9	0.1	0.1
Maryland	9,093	13,307	4,214	46.3	0.6	0.8
Massachusetts	34,763	42,388	7,625	21.9	2.4	2.5
Michigan	17,636	15,021	(2,615)	-14.8	1.2	0.9
Minnesota	4,462	9,731	5,269	118.1	0.3	0.6
Mississippi	1,374	2,016	642	46.7	0.1	0.1
Missouri	3,949	4,832	883	22.4	0.3	0.3
Montana	899	614	(285)	-31.7	0.1	0.0[a]
Nebraska	1,390	1,249	(141)	-10.1	0.1	0.1
Nevada	3,263	7,244	3,981	122.0	0.2	0.4
New Hampshire	1,181	1,268	87	7.4	0.1	0.1
New Jersey	67,590	63,153	(4,437)	-6.6	4.7	3.7
New Mexico	28,272	20,596	(7,676)	-27.2	2.0	1.2

(continued)

State	All LI children		Change, 1980-90		Percent of national LI population	
	1980	1990	Number	Percent	1980	1990
New York	206,971	188,752	(18,219)	-8.8	14.4	10.9
North Carolina	2,772	5,594	2,822	101.8	0.2	0.3
North Dakota	711	313	(398)	-56.0	0.0[a]	0.0[a]
Ohio	16,150	16,325	175	1.1	1.1	0.9
Oklahoma	5,005	5,074	69	1.4	0.3	0.3
Oregon	5,892	8,782	2,890	49.1	0.4	0.5
Pennsylvania	27,211	27,645	434	1.6	1.9	1.6
Rhode Island	6,783	7,897	1,114	16.4	0.5	0.5
South Carolina	1,383	1,956	573	41.4	0.1	0.1
South Dakota	1,296	902	(394)	-30.4	0.1	0.1
Tennessee	2,229	3,190	961	43.1	0.2	0.2
Texas	283,709	269,989	(13,720)	-4.8	19.7	15.6
Utah	4,379	3,853	(526)	-12.0	0.3	0.2
Vermont	510	246	(264)	-51.8	0.0[a]	0.0[a]
Virginia	7,985	14,302	6,317	79.1	0.6	0.8
Washington	12,024	21,770	9,746	81.1	0.8	1.3
West Virginia	314	494	180	57.3	0.0[a]	0.0[a]
Wisconsin	5,950	10,670	4,720	79.3	0.4	0.6
Wyoming	487	490	3	0.6	0.0[a]	0.0[a]
Total	**1,440,643**	**1,726,829**	**286,186**	**19.9**	**100.0**	**100.0**

Note: LI children are persons aged 5 to 17 in families who also live in households where no adult 14 years or older speaks English very well or speaks English only. See appendix II.

[a]Number is less than 0.1 percent.

Table IV.9: State Distribution of Children in LI Households and LEP Children, 1990

State	Children in LI households	LEP school age children	Total school age children	Children in LI households as percent of all school age children in state	LEP children as percent of all school age children in state
Alabama	2,089	7,908	767,971	0.3	1.0
Alaska	2,347	4,012	113,568	2.1	3.5
Arizona	37,790	59,217	671,768	5.6	8.8
Arkansas	1,565	4,142	449,659	0.3	0.9
California	661,474	762,861	5,199,633	12.7	14.7
Colorado	11,025	17,366	595,709	1.9	2.9
Connecticut	20,301	26,062	512,941	4.0	5.1
District of Columbia	2,324	3,762	76,328	3.0	4.9
Delaware	1,265	2,662	112,183	1.1	2.4
Florida	88,475	108,830	1,970,207	4.5	5.5
Georgia	9,684	19,244	1,212,378	0.8	1.6
Hawaii	9,241	10,947	193,291	4.8	5.7
Idaho	2,816	4,403	223,457	1.3	2.0
Illinois	80,776	99,697	2,064,625	3.9	4.8
Indiana	7,818	18,693	1,037,463	0.8	1.8
Iowa	2,704	7,139	515,507	0.5	1.4
Kansas	5,038	8,389	464,760	1.1	1.8
Kentucky	1,924	7,314	692,926	0.3	1.1
Louisiana	7,552	16,508	879,801	0.9	1.9
Maine	958	2,598	217,396	0.4	1.2
Maryland	13,307	21,080	787,303	1.7	2.7
Massachusetts	42,388	48,964	922,389	4.6	5.3
Michigan	15,021	27,244	1,724,338	0.9	1.6
Minnesota	9,731	16,535	815,890	1.2	2.0
Mississippi	2,016	5,923	544,892	0.4	1.1
Missouri	4,832	12,041	928,061	0.5	1.3
Montana	614	1,507	159,483	0.4	0.9
Nebraska	1,249	3,219	304,533	0.4	1.1
Nevada	7,244	8,695	196,301	3.7	4.4
New Hampshire	1,268	2,525	190,057	0.7	1.3
New Jersey	63,153	74,622	1,247,037	5.1	6.0
New Mexico	20,596	33,074	314,557	6.5	10.5
New York	188,752	241,633	2,940,652	6.4	8.2

(continued)

State	Children in LI households	LEP school age children	Total school age children	Children in LI households as percent of all school age children in state	LEP children as percent of all school age children in state
North Carolina	5,594	21,232	1,130,331	0.5	1.9
North Dakota	313	817	125,552	0.2	0.7
Ohio	16,325	35,876	1,984,596	0.8	1.8
Oklahoma	5,074	9,172	601,125	0.8	1.5
Oregon	8,782	12,568	506,129	1.7	2.5
Pennsylvania	27,645	48,365	1,958,599	1.4	2.5
Rhode Island	7,897	8,735	156,283	5.1	5.6
South Carolina	1,956	7,786	654,731	0.3	1.2
South Dakota	902	1,855	141,274	0.6	1.3
Tennessee	3,190	9,417	866,983	0.4	1.1
Texas	269,989	383,572	3,393,775	8.0	11.3
Utah	3,853	8,151	451,507	0.9	1.8
Vermont	246	747	99,666	0.2	0.7
Virginia	14,302	22,684	1,040,419	1.4	2.2
Washington	21,770	28,850	867,206	2.5	3.3
West Virginia	494	2,797	331,875	0.1	0.8
Wisconsin	10,670	18,640	910,922	1.2	2.0
Wyoming	490	1,078	98,241	0.5	1.1
Total	**1,726,829**	**2,311,158**	**44,366,278**	**3.9**	**5.2**

Note: LI children are persons aged 5 to 17 in families who also live in households where no person 14 years or older speaks English very well or English only. GAO defines LEP children as those persons aged 5 to 17 designated by Census as speaking English "well," "not well," or "not at all." See appendix II.

Table IV.10: Change in Total and Poor School Age Populations and Their Poverty Rates, 1980-90, for the Counties Containing the 25 Largest Cities in 1990

	Poor school age children		All school age children		Poverty rate	
City (county)	1980	1990	1980	1990	1980	1990
New York City: total	392,393	341,655	1,278,303	1,155,197	30.70	29.58
(Bronx)	102,367	92,846	247,972	223,558	41.28	41.53
(Kings)	161,749	138,818	452,062	419,298	35.78	33.11
(New York)	64,962	60,322	179,995	163,752	36.09	36.84
(Queens)	55,234	42,437	321,450	283,262	17.18	14.98
(Richmond)	8,081	7,232	76,824	65,327	10.52	11.07
Los Angeles (LA)	260,128	327,370	1,440,449	1,545,639	18.06	21.18
Chicago:[a] total	214,519	194,235	1,219,052	1,026,808	17.60	18.92
(Cook)	209,859	190,250	1,074,143	885,263	19.54	21.49
(Dupage)	4,660	3,985	144,909	141,545	3.22	2.82
Houston:[a] total	72,266	123,991	579,782	645,174	12.46	19.22
(Fort Bend)	3,323	5,551	31,839	52,499	10.44	10.57
(Harris)	66,451	112,919	515,012	553,581	12.90	20.40
(Montgomery)	2,492	5,521	32,931	39,094	7.57	14.12
Philadelphia (Phila.)	94,565	75,226	322,972	257,225	29.28	29.25
San Diego (S.D.)	45,718	60,818	336,149	404,544	13.60	15.03
Detroit (Wayne)	99,397	110,702	505,971	391,999	19.64	28.24
Dallas:[a] total	49,006	68,072	399,168	443,014	12.28	15.37
(Collin)	2,512	3,190	38,067	52,979	6.60	6.02
(Dallas)	44,193	60,863	326,598	334,086	13.53	18.22
(Denton)	1,767	3,193	29,644	49,271	5.96	6.48
(Kaufman)	256	451	1,355	1,155	18.89	39.05
(Rockwall)	278	375	3,504	5,523	7.93	6.79
Phoenix (Maricopa)	36,992	59,115	304,423	375,915	12.15	15.73
San Antonio (Bexar)	57,086	65,905	229,741	243,761	24.85	27.04
San Jose (Santa Clara)	21,977	24,068	262,526	239,795	8.37	10.04
Baltimore[b]	49,368	37,340	155,891	119,525	31.67	31.24
Indianapolis (Marion)	22,157	23,504	156,177	136,885	14.19	17.17
San Francisco (S.F.)	15,577	14,508	82,103	78,830	18.97	18.40
Jacksonville (Duval)	25,297	20,614	118,283	118,093	21.39	17.46

(continued)

City (county)	Poor school age children		All school age children		Poverty rate	
	1980	1990	1980	1990	1980	1990
Milwaukee:[a] total	30,938	46,321	273,849	247,356	11.30	18.73
(Milwaukee)	27,712	43,465	183,392	167,370	15.11	25.97
(Washington)	1,028	726	21,219	19,646	4.84	3.70
(Waukesha)	2,198	2,130	69,238	60,340	3.17	3.53
Memphis (Shelby)	45,501	39,657	168,026	156,888	27.08	25.28
Washington, D.C.	27,949	18,375	106,154	76,328	26.33	24.07
Boston (Suffolk)	29,623	22,931	104,793	83,741	28.27	27.38
Seattle (King)	16,928	19,934	227,268	229,547	7.45	8.68
El Paso (El Paso)	35,567	48,284	122,508	137,413	29.03	35.14
Cleveland (Cuyahoga)	44,384	47,435	288,429	234,939	15.39	20.19
Columbus:[a] total	25,715	28,139	191,634	179,844	13.42	15.65
(Fairfield)	1,706	2,167	22,209	20,561	7.68	10.54
(Franklin)	24,009	25,972	169,425	159,283	14.17	16.31
New Orleans (Orleans Parish)	43,569	43,783	115,097	96,999	37.85	45.14
Nashville (Davidson)	14,077	14,356	85,852	78,343	16.40	18.32
Total	**1,770,697**	**1,876,338**	**9,074,600**	**8,703,802**	**19.51**	**21.56**

Note: School age children are defined as persons aged 5 to 17 living in families.

[a]Most of the city is located in one county: Chicago - Cook County, Houston - Harris County, Dallas -Dallas County, Milwaukee - Milwaukee County.

[b]Baltimore City only. See appendix II.

Major Contributors to This Briefing Report

Human Resources Division, Washington, D.C.

Beatrice F. Birman, Assistant Director, (202) 512-7008
Carlotta C. Joyner, Assistant Director
Charles A. Jeszeck, Evaluator-in-Charge
Wayne M. Dow, Senior Analyst, Computer Science
Joan K. Vogel, Computer Specialist
Irene Perez, Intern

Ordering Information

The first copy of each GAO report and testimony is free. Additional copies are $2 each. Orders should be sent to the following address, accompanied by a check or money order made out to the Superintendent of Documents, when necessary. Orders for 100 or more copies to be mailed to a single address are discounted 25 percent.

Orders by mail:

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015

or visit:

Room 1000
700 4th St. NW (corner of 4th and G Sts. NW)
U.S. General Accounting Office
Washington, DC

Orders may also be placed by calling (202) 512-6000 or by using fax number (301) 258-4066.

PRINTED ON RECYCLED PAPER

United States
General Accounting Office
Washington, D.C. 20548

Official Business
Penalty for Private Use $300

First Class Mail
Postage & Fees Paid
GAO
Permit No. G100